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SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

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UNCLASSIFIED

General Report
on the
Second Work Conference on Higher Education

Directed by

THE COMMITTEE ON WORK CONFERENCES

of the

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Sewanee Military Academy

Sewanee, Tennessee, June 21-27, 1942

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I. INTRODUCTORY STATEMENT

This report is concerned primarily with the organization and achievements of the second Work Conference on Higher Education, which was held at the Sewanee Military Academy June 21 to 27, 1942. Some attention will be given to the first Work Conference on Higher Education, an account of which may be found in the SOUTHERN ASSOCIATION QUARTERLY for November, 1941, pages 433 to 480. Incidental references will be made to work carried on between the first and second conferences by faculty groups in fifty-three coöperating institutions of higher education.

The committee on Work Conferences has been the responsible authority for the continuation of the work begun last year. Its original personnel consisted of Dean K. J. Hoke, Chairman, President E. M. Gwathmey, Professor Edgar W. Knight, Dean T. H. Napier, President P. A. Roy, and Dean R. H. Tucker. It has been increased since its organization in 1941 by the addition of two members from each of the sponsoring Commissions: President Theodore H. Jack and Mr. M. C. Huntley from the Commission on Institutions of Higher Education, and Dr. Leo M. Chamberlain and Mr. H. V. Cooper from the Commission on Curricular Problems and Research. This Committee met in Louisville, Kentucky, in December, 1941, and agreed upon the following policies for the second Work Conference on Higher Education:

1. Chancellor Oliver C. Carmichael of Vanderbilt University will be the Director of the Conference, and Messrs. J. G. Stipe and Roscoe E. Parker will be executive secretaries.

2. In accordance with recommendations of participants in the 1941 Conference, all participants in the 1942 Conference will be expected to attend during the entire Conference. It will be the policy of the Committee not to pay any part of the expenses of those who attend for a shorter period.

3. The Conference will be held at the University of the South, Sewanee, Tennessee, from June 21 through July 3 (later changed to June 21-27).

4. A minimum registration fee of $25.00 will be charged each participant. The Committee assumes that this fee will be paid in advance by the institution represented. Necessary expenses of participants will be paid by the Committee.

These policies were reconsidered at a meeting held in Atlanta, Georgia January 27, 1942. At this meeting the Committee decided, with the unanimous approval of representatives from all member institutions in the Association, to reduce the period of the second Work Conference to one week. At the same time, the Committee on Work Conferences accepted the resignation of Mr. J. G. Stipe as executive secretary and requested Roscoe E. Parker,

Professor of English at the University of Tennessee, to assume all the duties of the executive secretary for the second Work Conference. It also authorized an Executive Committee composed of Chairman Hoke, Director Carmichael, and Executive Secretary Parker to make necessary plans and arrangements for the Conferences.

The Executive Committee secured the advice and assistance of the following Association consultants in the planning and conduct of the second Work Conference: Dr. Leo M. Chamberlain, Professor Philip Davidson, Dean C. Clement French, Principal Noble B. Hendrix, Dean A. W. Hobbs, Dean Marten ten Hoor, Dr. A. F. Kuhlman, and Professor Paris B. Stockdale.

In the meantime, the Southern Association of Graduate Deans was planning to hold a Conference at the same time and place as the Work Conference. Conditions rendered a change in plans necessary, however, and several graduate deans participated in the second Work Conference as delegates from the Association of Graduate Deans.

The Executive Committee invited each institution of higher education in the Association to nominate one or more participants in the second Work Conference. Eighty-five institutions made nominations and participated in the work of the Conference. Although it was necessarty to limit the number of participants from each institution, every institution that nominated participants was represented.

The Committee also invited available members of the 1941 Conference to participate in the second Conference. In addition, it invited officers of the Association, the chairman and secretary of each Commission of the Association, and members of the Committee on Work Conferences to participate without payment of registration fees but without travel allowances.

These participants were invited to submit problems on which they wished to work cooperatively during the Conference. The problems submitted were grouped and given careful consideration by the Executive Committee and the consultants. As a result, the following problems were set up for study during the Conference: (1) The Improvement of Instruction, (2) The Improvement of the Curriculum, (3) Personnel Problems and Services, (4) The Responsibility of the Liberal Arts College for the Education of Teachers, (5) General Education—An Interpretation in the Light of Present Needs and Practices, and (6) The Values of a Liberal Arts Education. Subsequently, problems 5 and 6 were merged into one problem under the title "Liberal Arts Education."

For the assistance of participants in studying these problems, the following guest consultants were secured: Professor Russell M. Cooper, Secretary of the Committee on the Preparation of High School Teachers in Colleges of Liberal Arts, of the North Central Association of Colleges and Secondary Schools; Dr. Ralph W. Ogan, Associate Director of the Coöperative Study in General Education at the University of Chicago; Dr. Guy E. Snavely,

Executive Director of the American Association of Colleges; and Dr. Ben D. Wood, Chairman of the Joint Advisory Committee on Aviation Education.

The Executive Committee and the Association consultants met in Sewanee on June 19 to formulate plans which would facilitate the work of participants on their problems. It was agreed that the Association consultants who had served in an advisory capacity in planning for the study of the various problems would serve as temporary chairmen for the organization of the various working groups, and then continue to work with the groups as consultants. It was also agreed that the members of the Executive Committee and the Association consultants would serve as a Steering Committee for the Conference. This Committee met daily during the Conference to act upon requests for services and to consider suggestions for the conduct of the Conference. It served merely as a continuous planning group whose function was that of facilitating the work of the Conference.

The organization and membership of the five working groups are made a part of the group reports. It is therefore necessary to give here only a brief statement concerning the membership of the Conference. The total number of participants, including official guests and visitors, was 149. These represented eighty-five member institutions of the Association, four sectional educational organizations, and four national organizations.

Analyzed functionally, the composition of the Conference was as follows: presidents, 17; administrative assistants and deans, 51; superintendents and principals, 5; registrars, 8; teachers, 48; librarians, 5; others, 15.

Analyzed according to subject areas represented by teachers, including administrative officers who also teach, the composition of the teaching personnel was as follows: Biology, 3; Botany, 2; Business Administration, 1; Chemistry, 6; Classics, 1; Economics, 2; Education, 16; English, 17; Geology, 2; History, 7; Mathematics, 3; Modern Languages, 7; Philosophy, 6; Physics, 3; Political Science, 2; Psychology, 4; Religion, 3; Sociology, 3. The total number of teaching participants was therefore 88, and the total number of subject areas represented was 18.

The budget adopted for the Conference was $9,125.00. It was anticipated that the participating institutions would contribute approximately a third of this amount through the registration fees of $25.00 paid for each participant except Conference officials, consultants, graduate deans, and official guests. The expenses of graduate deans were met by their Association. Only guest consultants and members of the secretarial staff received compensation for their services. The actual expenses of the Conference, under these plans, were as follows: board, room, and travel for participants and official guests, $5,515.84; consultants, $839.30; administration, $1,163.98; pre- and post-conference committees, $259.91; carriage and supplies, $201.46; contingent, $70.00. Total, $8,050.49. Receipts amounted to

$2,814.00, which was slightly more than a third of the total expense. The net cost of the Conference was therefore $5,236.49.

It will be noted that the various working groups have offered recommendations for the improvement of educational practices in the South. In any college working on the problem it is obvious that the coöperative efforts of the entire institution will be necessary in translating these recommendations into action. In some cases, such a program of action may merely call for a new emphasis on certain institutional practices. In other cases it may render necessary a re-allocation of institutional funds and services. In still other cases, additional funds may be necessary in order to go forward with the recommendations made. What is to be done with these recommendations is a problem for each institution to decide. It is, however, the earnest hope of all who have been concerned with this report that institutional presidents, deans, and faculty members will read it carefully and give it such consideration as the needs of the respective institutions may dictate.

It is the hope of the Committee that institutions not represented at the Conference may also find stimulating suggestions in this report and may undertake faculty studies of one or more of the problems considered in the Conference. The effectiveness of the program promoted by the Work Conference will depend upon the extent to which the colleges and universities, through their faculties, give attention to the problems with which the Conference was concerned.

II. STATEMENT OF DIRECTOR O. C. CARMICHAEL AT THE OPENING MEETING OF THE SECOND WORK CONFERENCE ON HIGHER EDUCATION JUNE 21, 1942

The purpose of my remarks is to state briefly the scope and nature of this Conference with some discussion of the 1941 meeting and its bearing upon this one.

In 1941, some seventy members of the Southern Association, mainly administrative officers, deans, and presidents, met at Sewanee in the first Work Conference of the Southern Association. There was some skepticism on the part of the members assembled as to the value of such a meeting. Before it had proceeded very far, there was a realization of its possibilities. In the regular annual Association meetings, the attention and energies of the members of the Association are directed towards the details of administering an educational system. It was soon realized that in this Conference details could be discarded and the main issues of higher education could be considered. There were no long speeches. Each group was small enough to allow for full and free discussion of the problems in the area of the particular group. There was a spontaneity of discussion and enthusiasm for

the results that were gratifying to all. Not least among the values of these meetings, lasting for two weeks, was the understanding of each other and realization that there was practical unanimity of opinion in basic matters.

The topics dealt with were: (1) The Improvement of Instruction, (2) Modification of Curriculum and Degree Requirements to Meet the Needs of Students, (3) Evaluation and Admission Standards, (4) Guidance and Personnel Service, (5) Teacher Selection and Education. The results of the discussions in these several groups were summarized in a bulletin issued at the close of the Conference. It is of some interest to note the use which has been made of that bulletin on the work of the 1941 Conference.

In the first place, there were 3,700 copies of it distributed to faculty members throughout the area. Of this number 2,300 were purchased by the institutions. A total of 53 institutions carried on studies during the 1941-1942 session dealing with one or more of the topics listed above. More than 500 faculty members took part in these studies. Rather full reports from 20 institutions are available for the consideration of the members of this Conference. Other reports are to follow. The Executive Secretary has had correspondence with 93 institutions during the year about the work of last summer.

In this Conference, we are beginning with several assets. All the work done last summer is summarized in the bulletin* mentioned, copies of which are here for the use of the members of this group. The reports from 20 institutions, as already indicated, are also available. In addition, many of the members present here this evening, who will take part in the discussions this week, have been working during the past year on their several campuses on the problems that will be considered. All these assets should contribute materially to the success of the 1942 Work Conference.

What is the scope and organization of our Conference this year? In the first place, it is arranged around the following topics represented by groups open to members of the Conference: (1) The Improvement of Instruction, (2) The Improvement of the Curriculum, (3) Personnel Problems and Services, (4) Responsibility of the Liberal Arts College for the Education of Teachers, (5) General Education—An Interpretation in the Light of Present Needs and Practices, (6) The Values of a Liberal Arts Education.[1] Some 90 people of the 140 who are present have already expressed their preferences.[2] We shall hear more tomorrow morning of the work of each group, at which time those who have not yet reached a decision will have more information on which to make a choice. One may attend a different group each day if he wishes, but last summer's experience indicates that one will probably

* See Southern Association Quarterly, November 1941, pp. 433 to 480.

[1] Groups V and VI were merged into one group (V) under the title "Liberal Arts Education."

[2] The total number of participants, including official guests, was actually 149.

derive greater benefit from concentrating on one topic, and certainly he will be able to make a greater contribution if he stays with one group continously.

This year we have what is known as local consultants, one for each group listed above and one for the library. These men were appointed some two months ago and have been giving considerable study to the work that might be undertaken by the groups. They have collected and have brought here a selected list of books and articles which are available to the members of the Conference. These consultants will convene the several groups, serving as temporary chairmen, until the permanent organization is set up which will consist of a chairman, a secretary, and a committee on drafting of reports. There are several guest consultants from outside the region: Professor Ralph W. Ogan and Professor Ben D. Wood, who were with us last summer; Professor Russell M. Cooper, who is secretary of the committee of the North Central Association on the Arts College and the Training of Teachers; and Dr. Guy E. Snavely, Executive Director of the American Association of Colleges. These men will be available to the several groups and to individuals who may be interested in the problems to which they have given special attention.

The participants in the Conference this year consist of presidents, deans, registrars, librarians, college teachers, graduate deans, and a few high school principals. This is a much more complete cross-section of educational leadership than that represented in the group last summer. We are particularly pleased at the large number of teachers. It was felt last year that it was very important to have a large proportion of teachers, who do the actual job of instruction, in the Conference. The institutions have coöperated splendidly in that plan.

What are the hopes and aims of the 1942 Conference? In the first place, it is hoped that problems may be approached realistically. We are not here to engage in mere academic discussions. We hope that the groups may consider not merely what the desirable goals are but also how to achieve these goals. The dominant purpose and aim is to suggest ways of improving education. It is to be expected that a clearer and more comprehensive definition of educational problems will emerge from this summer's discussion. Those who will take part in most instances have been working for the past year in their own faculty groups on these problems, so that they will bring to the discussions more mature consideration than was possible last year. They will have the advantage of the criticisms of last year's report, of the studies of the several institutions, and of the reports of their studies. It should be possible with all these helps to give more attention to the method of achieving desirable goals.

In short, programs of action should result from this Conference. It should stimulate further study in the institutions of this Association until every college and university in this region will be giving effective consideration to

fundamental educational problems, but more than studies on the part of the institutions should result. Programs of action looking to the improvement of the entire educational system should be the outcome of this summer's work. Of course, the final answers will not be found. There will be no attempt to prescribe what must be done. But suggestions and recommendations might well be included in the final reports and might prove exceedingly helpful to the institutions of the Association.

The final hope of this Conference is that as we work together on the beautiful campus of the University of the South, removed from the distractions of the world outside, and in an atmosphere conducive to quiet reflection, we may gain a new perspective of our respective tasks and of the role of higher education, and of its contribution to this region. It is a unique opportunity that we have, as representatives of higher education in the South, to consider together the needs of the region and how education may help to meet those needs. So far as I know, no other regional group has such a privilege.

Finally, a word may be said about the reasons for such a Conference as this in these troubled times. That question has been asked seriously by many. Are we not all so concerned with the national emergency that we can scarcely think of anything else? The fact of the emergency is all the more reason for the Conference. Let us look at the picture from a detached point of view.

For the past twenty years, there has been a vast re-organization of higher education going on in America. Shortly after the last war, we heard much criticism of the system of credits, formal lectures, and the mechanization of education. Honors courses, the tutorial system, comprehensive examinations, were all efforts to shift the emphasis from credit accumulation to a sound basic education as well as organized knowledge within a field.

Then there was the effort to break down rigid departmentalization. Departments were organized into divisions. In some cases, there was no integration of departmental subject matter; in others, steps were taken to bring about a fusion of subject matter into inter-departmental courses of various kinds.

Then there was the effort to organize a curriculum around a few major fields of knowledge with a core of general inter-departmental courses providing the background of general education.

Somewhat related to this plan is that of building a curriculum around the major functions of modern living. Data on the activities and needs of students and of alumni were assembled and interpreted in the light of a philosophy of general education. This, then, was used as the basis for the organization of the content of the so-called functional curriculum.

More recently we have heard of the plan to educate young people through

the study of the one hundred best books. It represents an attempt to revive the liberal arts and the traditional disciplines of the medieval university.

Finally, there is the program providing for a curriculum based upon the interest, abilities, and needs of each individual student. Some years ago, the president of a newly established college stated that his institution had as many curricula as it had students, each being built around the immediate interests of the individual.

These half dozen different approaches are known to all of us. They represent elements in a revolutionary process in higher education which has been taking place during the past two decades. Now, other changes are forcing themselves upon institutions of higher learning. In the present emergency, new courses are being introduced in the interest of the war effort. Technical, scientific, and specialized courses are encroaching upon the time ordinarily devoted to what have been styled fundamental subjects. There is a questioning of the values of the humanities and of the social sciences. One feels that the beginnings of vast new changes are to be observed in higher education as a result of the war and the new spirit which it has generated. And the end is not yet!

How many of us expect the program of education ten years from now to resemble the present pattern? The dislocation resulting from the present war and its aftermath is bound to result in the questioning of values in all phases of American life. The tides of reaction and of progress will beat upon the established order of things. The educational system will be one of the first of the agencies of society to feel the effect of these forces. Indeed it is already being recognized that America's outlook after this war may be as different from that traditionally held as the outlook of the Republic was different from that of the Colonies before 1776. It is obvious that this would entail tremendous changes in the entire educational system.

In the light of these facts, how important it is to make secure the foundations of sound education, and to extend its services to meet the new needs of the national emergency and of the reconstruction period that will follow. If this Conference can make some contribution to that end, it will be of significance, not only to education but to social progress. It should result in a clearer understanding of the essentials in education; it should result in firmer convictions as to what is worthwhile; it should help us to understand the needs of society in a period of transition; it should result in improved programs and practices which will strengthen and stabilize education, thus improving the quality of living. All these will help to withstand the forces of reaction that are apt to shake the foundations of educational institutions and systems in the difficult days ahead. More than that, they will make it possible for higher education in the South to meet more adequately its responsibilities in these critical times.

III. REPORT OF GROUP I

The Improvment of Instruction

Group I discussed the means by which instruction might be improved. Its studies were based upon the work of the 1941 Conference and especially upon that of its Committee on the Improvement of Instruction.

Organization

The group organized on June 22. Dean John Pomfret was elected chairman and President J. B. Young, secretary. Dr. Philip Davidson was consultant to the group. Dr. A. F. Kuhlman acted as special consultant in matters relating to the library. Exclusive of visitors, Group I counted 35 members: Messrs. Brooks, Clark, Cruickshank, Cumming, Downum, Edwards, Fair, Gregory, Herbert, Hoole, Hubbard, Hunter, Jack, Longest, Metts, Parkinson, Pomfret, Porter, Ragusa, Roy, Siefkin, Simpson, Smith, Sumrall, Taylor, Virtue, White, Yancey, Young and Davidson; Misses Farmer, Hammond, Malz, Meeks, Myhr; and Mrs. Grafton.

The following committees were appointed:

Committee on Agenda, Pomfret, *Chairman;*
Committee on Library, Hoole, *Chairman;*
Committee on Classroom Procedures, Cumming, *Chairman;*
Committee on Appraisal of Instruction, Mrs. Grafton, *Chairman;*
Committee on Administrative Attitudes, Hubbard, *Chairman.*

Every member of Group I served upon one of the sub-committees.

Aims

The 1941 Committee on Improvement of Instruction dealt with major deficiencies in instruction and suggested certain methods of improving instruction. The 1942 Committee decided to focus upon nuclear, significant areas where the problem of instruction seemed most pressing. Of 120 written suggestions regarding the choice of areas of study, all but a few fell within one of the four finally chosen. These were the following:

1. The library in the improvement of instruction;
2. Better classroom procedures as a means of improving instruction;
3. The appraisal of instruction;
4. Administrative attitudes regarding recognition and rewards for good teaching

Each sub-committee made a preliminary study of one of these subjects in separate meetings. Its chairman then made a report to Group I and discussion followed. The remainder of the report on Group I is a précis of these discussions.

The Relation of the Library to Instruction

During the past two decades, the major interest in college libraries has been in their growth, in suitable buildings, and in librarians technically trained. At present, the prime concern of college teachers, librarians, and administrators is in the effective integration of the library with the teaching processes. The achievement of such integration calls for a clarification of the functions of the college library and for continous planning and coöperation on the part of the administration, faculty, and a qualified library staff.

I. Functions of the Library in the College Program

A. To acquire and make available under favorable conditions an authoritative working collection of library materials (books, periodicals, maps, films, music, etc.), to vitalize instruction and to enable the faculty to keep abreast of their subjects;

B. To provide basic reference sources in subjects taught and some general reference material in all fields of knowledge;

C. To provide an opportunity for the cultural development of students and faculty by supplying a collection of interesting general reading materials and by promoting their use;

D. To meet essential needs of faculty members engaged in productive research, drawing upon interlibrary loans, microphotography, and resources of neighboring libraries to help meet this need;

E. To develop an effective library service and usage through active planning and coöperation of the faculty and a qualified library staff.

II. The Responsibility of the College Administration

The keynote in college library development now is securing intelligent use and making it an instrument of, and not a mere adjunct to, instruction. In *Teaching with Books*, Dr. Harvie Branscomb presents convincing evidence that in many colleges about 25 per cent of the students never use the library and a larger percentage make only a negligible use of it. Moreover, in the work of many colleges (and especially in the work of some instructors) there is no positive correlation between library usage and student scholarship as measured by grades. The data indicate that in many institutions not sufficient use is made of the library. Many students are graduated without learning how to use, or without using, the library. In contrast, he reports that there are colleges in which the library plays a significant role in instruction and in the cultural development of students.

The administration is ultimately responsible for the conduct and character of the library. There are four specific services in addition

to providing adequate financial support which it should render: (a) to lead in clarifying the kind of library program needed: (b) to select the librarian best qualified to direct that service; (c) to bring the librarian into a vital relationship with the educational program; and (d) to insist that careful enrichment of the resources and use of the library stand second in importance to good teaching.

III. Role of the Faculty in Promoting Library Use

If the resources and services of the library are to be effectively integrated with the educational processes, the active coöperation of the faculty and the library staff will be necessary in promoting the following types of usage:

A. "Required" or "reserved" usage of books by students in groups, i. e. whole classes. If such usage is to be effective, the following conditions should be met:

1. Required reading should be organized and stated in a mimeographed schedule by which students, the library staff, and instructor may be guided;
2. Required reading should be differentiated from optional reading and care should be taken to provide sufficient copies of the former;
3. Reserved reading should be restricted to the most important material bearing upon the courses;
4. Required reading should be adjusted to the ability and understanding of the students;
5. The librarian should coöperate with the instructor by reporting frequently on the circulation of each reserved title and on difficulties and enthusiasms expressed by the students;

B. A second type of usage which the faculty should encourage and direct with the assistance of the library staff is the individualizing of instruction through honors courses, independent reading, term and research papers. In the last analysis, education is individual—the development of curiosity and the fundamental intellectual interests which will stimulate continued study and improvement throughout life;

C. A third type of library usage can be achieved through the reference services and reference sources such as indexes to periodical literature, catalogs, bibliographies, encyclopedias, and yearbooks. (In the educational process, over a period of years, faculty members have taken an increasing interest in reserve use, but they have not shown the same concern in the reference resources and services of the library. The training of students to use the library

effectively should be a consideration in all courses. In such training the members of the faculty and the librarian should cooperate and share responsibility. Reference resources and services should be planned and used to make instruction effective and to promote the cultural development of the student.);

D. The faculty and library staff should encourage recreational and general reading among students as a part of the college program. Students should be given as much direct access to books as possible even though it entails some loss;

E. Library tests should be given to new students to determine their ability to use the library and should be followed by such instruction as is needed.

IV. Book Collections

In the past, too much emphasis has been placed upon the size rather than upon the quality of book collections in college libraries. The chief concern now should be to select the best material available to improve instruction and to further the cultural growth of students and faculty.

A. Greater emphasis should be placed upon the selection of books by *all members* of each academic department: no single person should dominate selection;

B. In order to encourage continuous participation in book selection by all faculty members, funds should be allotted to each department according to its needs;

C. The subject phase of the reference collection should be developed with the aid of faculty;

D. The faculty, library staff, and students should participate in selecting books for recreational and general or cultural reading;

E. Rare books should not be bought by the college library at the expense of acquiring the authoritative book resources essential to vital instruction;

F. The librarian and his staff should assist the faculty in the process of selecting books by making available helpful bibliographical tools and lists: library holdings should be checked systematically against authoritative lists;

G. The librarian should promote a balanced development of the book collection;

H. The librarian should exercise particular care that each faculty member is notified of the arrival of books he has requested or is especially interested in: classified mimeographed lists of new acquisitions should be distributed to all faculty members every fortnight and should be posted for the convenience of students

and new acquisitions should be placed on display before they are shelved in the stacks;

I. Curriculum committees should not admit new courses in fields in which the library's resources are inadequate;

J. In general, departmental libraries should be discouraged in the small college, especially in the social sciences and humanities.

V. The Library Staff

The library staff should be adequately trained, not only technically, but academically. This is essential to effective coöperation on a basis of mutual understanding and respect with the faculty in instruction and in the promotion of the cultural development of students.

A. The library staff should be encouraged

1. To take courses while employed in order to round out their academic and professional education;
2. To take leaves for advanced study;
3. To participate in professional library organizations;
4. To contribute to library and educational literature;
5. To read widely in general and professional fields.

B. The librarian and his professional assistants should enjoy such academic status and administrative relations as will make them most useful to the institution. Toward this end, the librarian should be invited to serve on committees concerned with instruction.

The report on the library is presented in detail because it was the consensus of the group that the role of the library in instruction is more significant than is usually realized.

Classroom Procedures

I. The group considered how best to attain the objectives of instruction as set forth at the 1941 Conference. There the aims of instruction were defined as follows;

A. To develop habits of sustained intellectual effort in the mastery of subject matter;

B. To develop clearness and accuracy of thought and expression;

C. To develop intellectual independence and initiative together with the ability to form sound judgments;

D. To establish fundamental interests which would result in continuous intellectual curiosity and activity;

E. To inculcate a sense of social responsibility based upon a sound conception of human values;

F. To aid the student in developing a satisfying philosophy of life through providing a sense of aesthetic, moral, and spiritual values.

II. The following recommendations were agreed upon as fundamental to the improvement of classroom instruction:

A. Continual redefinition of the aims of courses;
B. Reworking the structure of courses;
C. Search for the best written and most authoritative materials;
D. Planning for the individual recitation as well as for the term;
E. Preoccupation with all phases of the student's preparation and performance, from assignment to final examination;
F. Variation in classroom presentation;
G. Awakening an anticipation of what lies before, and the appreciation and comprehension of ground already covered;
H. Coöperation with the library. (See "The Relation of the Library to Instruction," the preceding report.);
I. The avoidance of lesser defects such as:
   1. Unrelated or ill-proportioned assignments;
   2. Purposeless examinations, unaccompanied by critique of performance;
   3. Avoidance of coasting, clowning, moralizing, extraneous excursions, indoctrination, sarcasm, offensive allusions to prevailing mores.

III. Since the nature of the class exercise is governed to some extent by the size of the class, the level of the group, and the resources of the institution, no specific recommendations were adopted regarding the validity of the lecture, the recitation, etc., save that the teacher should know the various types of classroom procedure and make the choice most applicable to a given student group.

Appraisal of College Teaching

In attempting to improve instruction, more than teaching procedures must be considered. It is essential that bases for the appraisal of the college teacher be established. An individual engaged in teaching is to be judged not only on his ability to impart knowledge and skills but also on his impact upon the students' attitudes and general philosophy of life.

Some important bases to be considered in any appraisal of the instructor are the following: knowledge of the subject, teaching skills, general culture, interest in the student, character and integrity, intellectual honesty, adaptability and coöperation, sense of proportion,

personal appearance and mannerisms, speech habits, suitability for the institution.

I. The group recommended frequent appraisal in the belief that it will result in the improvement of instruction.

Methods of Appraisal:

A. Self appraisal
   1. Through analysis of traits mentioned above;
   2. Through study of
      a. Results of examinations, including those given by outside examiners;
      b. enrollment in courses;
      c. Use of library by students;
   3. Through comparison of grades;
   4. Through conferences with students;
   5. Knowledge and use of best materials;

B. Faculty appraisal (department, division, or committee of whole) through
   1. Visiting of classes;
   2. Coöperative examinations;
   3. Joint handling of courses;
   4. Discussion of course analyses (instructor's outlines of courses, including reading materials);
   5. Comparison with procedures in other institutions;

C. Administrative appraisal:
   1. Records of administrative offices;
   2. Outside survey;
   3. Conferences of administrative officers with faculty, students, and alumni;
   4. Rating scales filled out by students (see Purdue scale).

II. Appraisal based upon limited data is dangerous. Evaluation should be made upon the sum of conclusions reached by applying all methods. The group believes that genuine improvement in instruction on the part of the majority of teachers will derive from their interest in maintaining continuous self-appraisal and in searching for means of improvement.

Administrative Attitudes Regarding The Improvement Of Instruction

I. Search for good teachers

A. Essential considerations
   1. Undergraduate record and activities;
   2. Graduate school record;
   3. Recommendations, etc.;
   4. Personal interview;

5. Professional and social attitudes;
6. Performance, if an experienced teacher;

B. Obligations of administration

1. To make known its requirements of the teacher;
2. To make known what the theacher is expected to do and achieve, i. e.—whether primarily teaching, research, public relations, and in what proportion;

II. Concerning criteria of recognition or advancement

The group recommends that the faculty be informed of the criteria for advancement:

A. If good teaching is the sole criterion, it should be known;
B. If expenditure of time with individual students is not a criterion, it should be known;
C. If productive research is a primary criterion, it should be known.

NOTE: The group felt that many administrators viewed the research activity too narrowly and, more specifically, that many promotions "for productive research" were unwarranted.

The following observations reflect some of the views expressed by the group:

1. Much that passes for productive research is neither contribution to learning, nor discovery, nor intellectual inquiry, nor research: administrators should assess more carefully the publications of faculty members;
2. Real intellectual inquiry should be nurtured in all institutions of higher learning: an environment favorable to research adds immeasurably to classroom performance. (However "administratively forced researches" are as harmful to instruction as an environment unfavorable to research.);
3. The college teacher should be a scholar: scholarship means the possession of certain knowledge and understanding, upon which sound and critical judgments are based, and it also means keeping abreast of the literature of a field. (Such attributes should not be lightly brushed aside in the consideration of a teacher's advancement.)

The group believes that instruction will be maintained at highest levels in those institutions where the rewards of good teaching are fully understood and published abroad.

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IV. REPORT OF GROUP II

The Improvement of the Curriculum

Group II dealt with the problem of the improvement of the curriculum. The problem was considered from two viewpoints: (1) that of the needs arising from the war situation; (2) that of the long-range objectives of educational policy, including the post-war readjustment.

Organization

Dean Herbert Drennon was elected Chairman, and Dean C. K. Brown Secretary. Dean Marten ten Hoor, the consultant working with this group, was the ex-officio representative of the group on the Steering Committee of the Conference.

The group was composed of Messrs. Baker, Bass, Bond, Bralliar, Cannaday, Chase, Craft, Diehl, Draughon, Ewing, Geiger, Govan, Griffin, Hardy, Johnston, Kurz, Marshall, Mayer, Mitchell, Myers, Napier, Nelson, Smith, Stone, Ullrich, and Misses Smith and Tilt.

The following committees were appointed:

1. Drafting: Messrs. Drennon, Brown, Ullrich;
2. Criticisms of the Report of 1941: Messrs. Mayer, Draughon, Kurz;
3. Bibliography: Dean A. C. Smith, Mr. Govan, Miss Tilt;
4. Agenda: Deans A. C. Smith, Stone, Mary P. Smith;
5. New Courses and Core Curriculum: Messrs. Napier, Chase, Ullrich, Nelson, Kurz, Johnston, Hardy, Diehl, and Miss Tilt;
6. Long-Range Curricular Development: Messrs. Bond, Draughon, Bass.

Aim

The aim of the group was to consider suggestions for adapting the curriculum to present and future needs. It approached its work from the viewpoint of the broader aspects of the curriculum rather than from that of the details of curricular organization. In this way, attention was focused upon problems of concern to the various types of institutions represented.

Following the suggestion of the 1941 Conference, the group regarded its work primarily as a continuing study of the subject matter of Parts IV and V of the 1941 Report. Before beginning this work, the group approved in substance Part I ("Education as an Agency of Society"), Part II ("Education as a Means of Developing the Individual Member of Society"), and Part III ("Some Weaknesses and Failures in the American Educational Program") of that report.

I. Education as an Agency of Society

Before attempting to set out the objectives of education as an agency of social progress, it is necessary to preface the statement with a list

of certain assumptions which are basic to American ideals and the American way of life and to which attention should be called, particularly at this time of crisis in the world. Among these assumptions are the following:

A. That American education is committed to the principles of democracy which declare that government is a means to an end rather than an end in itself, and that the end of government is the realization of the good life for all members of society;
B. That democracy is based upon certain fundamental conceptions, such as the inherent worth and dignity of the individual, religious freedom, tolerance, and the brotherhood of man, which largely derive from religion;
C. That democracy is dynamic and is committed to the principle that social change which is necessary to progress is to be accomplished by orderly processes as provided by the Constitution of the United States rather than by revolution, and that, if democracy is to survive, it must provide effective agencies for long range planning and for improving democratic institutions, including provision for the necessary educational facilities;
D. That the principles of freedom of speech, of expression, and of academic freedom are essential to the democratic conception of education, but that they are not to be interpreted as protecting those who advocate the overthrow of democracy.

In the light of these assumptions, the objectives of education as an agency of progress in American society may be stated as follows:

A. To promote the democratic ideal by imbuing youth with respect for and loyalty to American traditions, by inspiring in them a sense of gratitude for the heritage which is ours and by instructing them in the history and the principles of the American system and in the virtures and values of democracy;
B. To make a contribution through instruction toward the solution of the complex problems of community life by inspiring a desire to alleviate inequalities and maladjustments, which often result in the inefficiency of democratic processes and a loss of faith in democracy;
C. To contribute to community progress by using its influence on behalf of sound educational ideals and policies in non-school educational and recreational agencies, such as the moving picture, the radio, etc., that affect profoundly the ideals and attitudes of both youth and adults;

D. To adjust its program, within the limits of its resources and facilities and within the scope of its functions, to meet the increasing variety of demands which developing democracy makes upon it, particularly in times of emergency;

E. To strengthen moral and spiritual values in community life through every agency at its command and to provide broad religious as well as intellectual and moral training for youth in the belief that, since the basic democratic conceptions derive from religious idealism and from the moral teachings of Christianity, they will scarcely survive unless supported by the inspiration of their original source.

II. Education as a Means of Developing the Individual Member of Society

The ultimate purpose of education from the standpoint of the individual is to guide the student in discovering his latent possibilities and interests in order that he may attain the fullest self-realization. In line with this general purpose, the specific aims of education are to assist the student:

A. To acquire a general body of knowledge acquainting him with the heritage of the race through the study of the humanities, with problems of human relations through the study of the social sciences, with the nature of the physical and biological world through the study of the natural sciences;

B. To develop skills in clear and accurate thinking and expression and habits of sustained intellectual effort, so necessary for a successful citizen in a democracy;

C. To develop intellectual initiative and independence of thought basic to the formation of sound judgments which are required in the solution of the varied and complex problems of democratic society and which are particularly needed in periods of great change;

D. To develop curiosity and fundamental intellectual interests which will stimulate continued study and improvement throughout life;

E. To develop through theory and practice a knowledge of and an interest in current social problems and a sense of responsibility, particularly civic responsibility, for helping in their solution;

F. To develop an effective philosophy of life, an intergrated personality, and a strong character by stimulating an appreciation of intellectual, moral, aesthetic, and spiritual values and by promoting the development of appropriate and effective habits of action;

G. To acquire the knowledge, skills, and attitudes which will enable him to succeed in a socially worthwhile occupation of his own choice as well as a citizen.

III. Some Weaknesses and Failures in the American Educational Program

Before undertaking any modification of curriculum and degree requirements, it is necessary to identify the weaknesses and failures now most prevalent in American education. Among them are those named below. They refer to formal education at all levels, and presuppose the aims and objectives of education to be those described in I and II above.

A. The tendency of the community, the church, the home, and other groups to shift to formal education responsibility for education which these other agencies should assume or share;

B. The failure to emphasize sufficiently that it is the *processes* of democracy which make this form of government self-corrective and that therefore education should place as much emphasis upon the processes as upon the ideals of democracy;

C. The current tendency in education to conceive of the democratic process as purely experimental rather than as a continuous effort to discover effective methods of realizing the ideals of democracy;

D. The preoccupation with the "pathology of democracy," with the result that students are so impressed with the abuses and weaknesses of democracy that they lost sight of its successes and lose confidence in its possibilities;

E. The failure of educational institutions to exemplify the ideals and processes of democracy;

F. The failure to point out that democracy, ideally considered, should always be a guide, and that the concrete realization of it is necessarily limited by existing conditions;

G. The failure to realize that knowledge is power for evil as well as for good and that therefore education should also endeavor to train the student to desire the good and to strive to realize it;

H. The failure in education to correlate freedom and restraint, rights and duties, private privilege and social responsibility;

I. The failure to realize the necessity of *discipline* as a factor in training the individual for successful living in a democratic society;

J. The failure to realize the progressive weakening of a religious influence on large numbers of our youth, and the failure to deal effectively with it;

K. The tendency in education to place too much reliance on the mechanics of education and to forget the greater importance of the teacher and the student;

L. The tendency in the selection of teachers to place insufficient emphasis upon character and personality;

M. The frequent failure on the part of teachers to understand the personal, moral, and spiritual crisis of students in present-day society and to provide needed guidance;

N. The inadequacy of the program of vocational guidance, training, and placement, and the failure to recognize the importance of skilled workmen in a democratic society;

O. The lack of intelligent and effective control and supervision of extracurricular activities by educational institutions.

IV. Some Guiding Principles of Curricular Organization

A. These principles rest upon the general definition of the purpose of education, as stated in Part I above, viz., "to guide the student in discovering his latent possibilities and interests, in order that he may attain the fullest self-realization."

B. The curriculum should be conceived "not as a collection of courses but as a series of inter-related experiences—physical, moral, intellectual, religious, aesthetic—making possible this self-realization."

V. Concrete Proposals for the Curriculum

A. Suggestions for immediate adaption of the curriculum

1. To meet continuing demands for curriculum improvement.

a. The core curriculum:
While the specific courses to be included and the number of hours to be devoted to various fields will vary from institution to institution, the work of the first two years in higher education should

(1) include instruction in the three great areas of knowledge commonly called the humanities, the natural sciences, and the social sciences;

(2) emphasize moral and religious values;

(3) include, in common with the work of the last two years, physical education and training for physical fitness;

(4) include instruction in the ideals and institutions of American representative democracy.

b. Survey courses:
Survey courses designed to acquaint the student with wide areas of knowledge and to foster the habit of correlating knowledge newly acquired with that already possessed have a useful place in the curriculum, provided

(1) sufficient time is devoted to them;
(2) proper selection of material is made;
(3) adequate library facilities are available;
(4) properly trained personnel can be secured to conduct them;
(5) teachers find that they can coöperate in the undertaking.

c. Inter-departmental majors:
The colleges should be encouraged to introduce majors on an inter-departmental basis, without impairing specialization, in order to broaden the scope of learning, and to prepare for future careers, especially that of teaching.

d. Library:
The curriculum should be so planned as to encourage the use of library materials and to develop in the student the habit of reading. Group II commends the proposals of Group I on "The Relation of the Library to Instruction."

e. Extracurricular activities:
The so-called extracurricular activities should be a definite part of the educational program. In order that they may perform their proper function they should
(1) receive direction and necessary supervision from the faculty;
(2) be related as closely as possible to the curricular work;
(3) be subjected to control or reduced in importance, so far as their consumption of student time and interest is concerned, wherever they interfere with the achievement of principal educational objectives.

2. To meet emergency war needs:
a. New courses for the new times:
(1) Oriental, Latin-American, and British Commonwealth Civilizations:
In view of the facts that we are in the midst of a world revolution and that we have heretofore confined our interests and attention largely to Western culture, our institutions of higher education should widen their horizons by endeavoring to enter upon a sympathetic understanding of the other civilizations, and should, where they are equipped to offer sound courses, introduce such courses in the

languages, literatures, and philosophies of other peoples as will aid the graduates of our institutions to fulfill better the opportunity and responsibility of this nation for leadership in the post-war world.

(2) Aviation:
Colleges should make one of their objectives the orientation of their students to the age of air transportation, with special reference to the economic, social, and political implications of the new means of transport. Methods of achieving this objective will depend upon local situations. Courses in modern geography, meteorology, radio communication, mathematics, economics, political science, physics, photography, and navigation offer excellent opportunities.

(3) Physical fitness:
The colleges should accept responsibility for the physical education of their students and should provide such instruction and training as will correct physical defects and inculcate good health habits. This instruction and training should extend through the entire college career of the student to the end that these habits may become fixed. The program should go well beyond training for participation in inter-collegiate or intra-mural sports. To be most effective, it should be conducted by expertly trained persons and should include careful medical examinations, followed where necessary by remedial physical training, and basic instruction in physiology, hygiene, and nutrition.

b. Acceleration:
While it is both necessary and desirable to accelerate the college course during the war emergency, it is equally important to guard against lowered academic standards:

(1) Colleges should carefully protect their standards of admission, and while providing special facilities to students lacking college preparatory courses, beca se of accelerated programs, should not give credit courses of high-school grade;

(2) The extension of the regular academic year from nine months to twelve should be regarded as an emergency measure only;

(3) Since a certain minimum time is required for assimilation by the student, condensed time schedules should be recognized as increasing the difficulty of instruction;

(4) Where heavier teaching loads are imposed in certain areas because of the fact that some students accelerate while others do not, every effort to readjust burdens in the interest of adequate instruction should be made;

(5) Increase in the normal course or hour load of students should, in general, be avoided;

(5) In order to provide time for accelerated schedules less emphasis should be placed upon extracurricular activities not directly related to the war effort;

(7) Where new courses are introduced, careful consideration should be given to the question of which courses, if any, they should replace.

B. Suggestions for long-range planning of curricular re-organization

This group recommends to the Committee on Work Conferences:

1. That a central research and service bureau be established to aid member institutions of the Association in the study of problems of the type with which this Conference is concerned;
2. That the possibility of establishing committees in each Southern state to seek better coördination of high school and college curricula be explored;
3. That member colleges be urged to make careful self-evaluations of their programs and objectives, and that reports of such analyses be studied at a future work conference;
4. That, in view of the criticism that the findings of the group studying curriculum in the 1941 Work Conference were vague and difficult to translate into action, the various faculties of member institutions be urged to study devices and procedures for putting into operation the broad principles enunciated by the 1941 Work Conference, and that reports of such studies be considered at a future work conference;
5. That a careful study be made by some agency of the Association of ways in which college facilities can be better employed in furthering the war effort and of means of preparing to meet the problems of rehabilitation that will confront the colleges after the war. In the judgment of Group II, these two problems should be studied by the faculties of the various

institutions, and the results of these studies should be considered at the next work conference.

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V. REPORT OF GROUP III

Personnel Problems and Services

Organization

The group organized on June 22. Dean Frank J. Gilliam was elected Chairman, and Professor William Melcher, Secretary. Principal Noble B. Hendrix was consultant to the group. The group was composed of Messrs. Alter, Armstrong, Cate, Evans, Frey, Gardner, Godard, Grossnickle, Hunter, Knight, McClelland, McGinnis, Markert, Mathews, Nelson, Noffsinger, Richmond, Fred C. Smith, Wiseman, and Mrs. Cheney.

Aims

To select certain problems in the field of personnel services; to explore them; to find existing practices that, in the judgment of the group, are meeting the problems with some degree of success; and to discover the guiding principles underlying the successful meeting of these problems.

Introductory Statement

The group on Personnel Problems and Services reviewed the reports of the committees on Evaluation and on Guidance of the 1941 Work Conference. The findings of the last year's committees were in the main accepted as a valid basis for the work this year of Group III. Reports of work done in these fields by various institutions during the past year made valuable contribution to the work of this year's group.

Guidance was defined as "the necessary assistance made available to an individual to enable him (himself) to choose, prepare for, enter upon and be successful in a socially worthwhile occupation and to live a useful and satisfying life." Emphasis was placed on the principle that guidance should have as its primary aim the encouragement and development of *self-direction* on the part of the student toward achieving the aims of college education.

Group III limited itself to four significant problems that every institution faces in helping its students to develop a sense of direction and purpose in order that they may achieve in their lives to the fullest degree possible worthwhile educational aims.

In limiting itself to the four problems studied, the group was thoroughly conscious of a large number of kindred and probably equally important problems, consideration of which was prevented by the shortness of time. Some of these additional problems are named at the end of this report. The group felt that work by faculty committees on such problems during the year would be valuable in connection with the consideration of the problems by a future conference.

Topics Considered

The four topics considered by the group were as follows:

I. How to induct the new college student into the traditions, opportunities, and responsibilities of the college in a way that will enable him to begin and continue to direct his activities toward achieving the objectives of college education;

II. How to create genuine interest on the part of the faculty members in a student adjustment program, and how to secure their active and intelligent participation;

III. How to establish and maintain an effective counselor-student relationship;

IV. How to secure the necessary information to give a basis for understanding and aiding the individual student with a view to determining what shall be done with

A. Non-college material;
B. The mal-adjusted college student;
C. The "normal" college student;
D. The superior student.

Every member of Group III served upon one of the committees to make preliminary study and to prepare presentation of one of these problems. Reports were made to the group in each case and discussion followed.

Introducing the New Student to College Life

I. How to induct the new college student into the traditions, opportunities, and responsibilities of the college in a way that will enable him to begin and continue to direct his activities toward achieving the objectives of college education is a serious problem.

The term "orientation," originally a church term, simply means getting the student to face in the right direction so that he may profit from the traditions, ideals, and opportunities of the college environment. It does not involve changing the curriculum, instruction, and other parts of the college which are being properly considered by other groups. It is the initial part of a continuous guidance program.

Although there may still be those who consider orientation a form of "sugar-coating" of bitter academic pills, the members of Group III believe there is a need of orientation in light of the multiplicity of modern college offerings, mass-education, and size of institutions, the intricacies of campus life, and above all, the appalling number of freshman casualties. Personnel Studies by the North Central Asso-

ciation,[1] Presbyterian colleges,[2] and Lutheran colleges[3] generally indicate the importance of well-organized orientation programs. The Lutheran study indicates that those institutions with the longer and better organized programs achieved better orientation than institutions giving only a few days to this effort. A test of freshman orientation was given to students at fourteen colleges. A significant positive correlation between orientation, as measured, and college marks was found even with American Council Psychological Examination scores "held constant." Apparently, orientation is related to college marks in ways not covered by the American Council scholastic aptitude test.

II. After considerable discussion, both by the group and by a special subcommittee, the following activities, principles, and problems were suggested:

A. Orientation activities:

1. Developing understanding, appreciation, and skills in the use of the library;
2. Testing and securing information concerning the background of the new student;
3. Acquainting the new student with the physical plant and surroundings;
4. Acquainting the freshmen with the spirit, traditions and objectives of the institution;
5. Assisting the new student in acquiring the necessary techniques for transition from high school practices to those of college—including budgeting of time, reading rapidly with comprehension, use of discrimination in note-taking, effective learning and remembering, techniques of problem solving;
6. Well-organized receiving of students immediately upon arrival to college community (One large institution stressed the importance of meeting freshmen at the stations and transporting them about the campus to avoid bewilderment.);
7. Orientation to the academic program of the institution—colleges in the university, divisions, departments, general curricula, credit hours, marking systems, degree requirements, scholastic standards;
8. Orientation to the "extra" activities—athletic, religious and social;

[1] North Central Association Reports on Personnel Studies.

[2] McCrackin, C. C., *Personnel Studies*. Philadelphia: Board of Christian Education, United Presbyterian Church.

[3] Nelson, Erland, "Effectiveness of Freshman Orientation at Fourteen Colleges," *School and Society*, 55, 138-139, 1942. Nelson, Erland, "Orientation in Lutheran, Presbyterian and other North-Central Colleges," *Proceedings of National Lutheran Educational Conference*, 1940, Oneonta, N. Y. President H. J. Arnold, Secretary.

9. Adjustment to civic privileges and responsibilities on the campus both as an individual student and as a member of the group. This includes development of proper attitudes toward institutional rules and discipline;
10. Orientation for the promotion of good health;
11. Student financial adjustment with special reference to student aid, loan funds, self-help opportunities;
12. Some orientation toward the world of work.

B. Principles considered desirable in orientation of freshmen:

1. Throughout the orientation program, seek student participation rather than the imparting of imformation through lectures;
2. Apparently somewhat extended periods of orientation are more effective than those of only a few days;
3. The orientation program should gradually merge into the college guidance program which involves such matters as choice of professional school, majors, minors, vocation and various personal matters;
4. An intimate acquaintanceship with each individual freshman should be sought with a consequent decentralization of freshman groups. (To this end, it is deemed desirable to make definite assignment of advisers to individual freshmen near the opening of school.);
5. Where courses are given in freshman orientation, such classes should be taught by one well-qualified teacher rather than by the combined effort of several instructors;
6. There should be systematic use of all pertinent personnel data (tests, marks, inventories, rating scales, background data) in continuous orientation and guidance of freshmen.

C. Some problems for further consideration:

Out of vigorous discussion came a number of problems and questions which are handled in different ways by the various institutions. Some of these problems will doubtless warrant study during the coming year.

Although all of the institutions make some use of freshman tests, the validity of tests given during the emotional stress of the opening days may be doubted. Freshman testing should probably be held to the very minimum needed for registration until the student has become somewhat acquainted with the new surroundings. (Studies have been made on this question; more are needed.) Should fees be charged students for tests, "feeds," and other opening activities? Practices vary, but the group seemed

to favor omission of such fees, definitely making the new student feel the friendly hospitality of the institution. Mental and physical health of the incoming student and development of student personality was considered worthy of more attention than is frequently given. Orientation to the library should not be a matter of information but rather the development of skillful activity—closely related to his freshman subjects. Silent reading habits affect college success. How can wide-scale provision be made for improvement in this fundamental activity? How should transfer students be inducted? Is it satisfactory to try to orient transfer students with freshmen? Do transfer students need careful orientation even more than freshmen? At least one large university represented in this group does provied special orientation for transfer students. How can this best be handled?

Many institutions make considerable use of upper-classmen in the orientation of freshmen. The dean of a large state university reported extensive use of juniors and seniors as advisers of freshmen. A week of intensive training on how to guide freshmen is given these student advisers prior to the arrival of the freshmen. The proper selection and preparation of these advisers seems to be the key to the success of this program.

A "freshman camp" was found helpful at another institution. This camp accomplishes a number of objectives of the orientation program such as acquaintance with fellow freshmen and faculty, and the establishment of friendly, coöperative attitudes.

Are orientation courses desirable? Some institutions have found such courses effective; others prefer the short intensive program at the opening of the freshman year. Again, the method of orientation will doubtless need to be studied in the light of the peculiar factors obtaining at each institution.

Which areas should be treated in the orientation program? Programs indicating the orientation units considered were submitted by the following institutions: The Junior College of Augusta, Louisiana State University, Maryville College, Mississippi State College for Women, Newberry College, Washington and Lee University.

How to Develop Faculty Interest and Participation In the Program of Student Adjustment

The first step in securing faculty interest and participation was thought to be that of imparting adequate information to the faculty concerning the purposes and procedures connected with the program of student adjustment. If members of the faculty

understand that the program is meant to apply to all students rather than merely to the cases of unusual maladjustment, there will be a greater realization of the opportunity for participation which is offered to each member of the teaching staff. Also, if they understand the nature of the procedures to be followed, they will find it easier to participate than if they are simply given the vague feeling that they should do something about guidance without knowing what they may do.

The college administration may secure interest by asking the faculty to participate in the formation of the guidance program of the institution. Both faculty meetings and committee coöperation may be utilized for this purpose.

Through the use of printed or mimeographed forms on the diagnosis of student failure, faculty members may discern the relationship between student adjustment and academic success. These forms, as used by one institution, consist of a check-list of typical causes of failure, including causes of a social as well as of an academic nature. Space is left in which the instructor may add reasons not included on the check-list. Space is also provided for the instructor's recommendation of any steps to be followed by the administrative staff or the faculty adviser. These reports become a part of the student's personnel record, may form the basis for interview between adviser and student, and may initiate conferences between the instructor and the student.

One college reported an experiment in which the interest of the faculty was enlisted in an attempt to cut down student mortality by means of increased student guidance. Fifty selected students who were to be dropped for academic failure were allowed to return. Under increased guidance, thirty of the fifty successfully completed degree requirements, some being graduated with honors. One important result of this experiment was an increased interest and respect for the total guidance program on the part of the faculty.

It was agreed that not all instructors are good advisers. However, a number of members of the group reported instances in which certain instructors who felt that they would be poor advisers developed into excellent ones after a little experience. The implication was that the best way to discover which faculty members are or are not suited to this work is to give them all an opportunity to participate. Whenever it is feasible, the teaching load of the instructors who carry an extensive counselling program should be reduced.

Attention was called to the point that the faculty may be especially helpful in improving student adjustment to the use of the library. The coöperation of the entire faculty is necessary for the development of an understanding of the library's resources.

Faculty participation does not act as a substitute for the use of experts or specialists in such fields as mental testing, mental hygiene, and vocational guidance. Faculty members may learn, however, the technique of using the materials which such sources may provide in the student's personnel record.

Establishing and Maintaining an Effective Counselor-Student Relationship

I. Developing the Relationship

Pre-college guidance. Preparation for the counselor-student relationship should begin before the student enters college. After the student has been accepted for admission, correspondence may be carried on to advantage concerning courses desired, vocational plans, objectives and requirements of the institution, possible needs for adjustment, and other matters helping to meet the guidance needs of the student. High schools can render a valuable service by orienting their students toward suitable types of colleges, particularly during the senior year.

Faculty coöperation. The sympathetic attitude of the faculty as a group and their willingness as individuals to coöperate in the guidance program are extremely important in developing an effective counselor-student relationship. The ideal would be to have every instructor by interest and ability a potential counselor.

Student attitudes. A wholesome attitude on the part of students as a group toward counseling is helpful in preparing for the counselor-student relationship. Explanations of the program should be made tactfully and the use of terms distasteful in student parlance should be avoided. The orientation course provides an excellent means for developing the proper attitudes toward the relationship.

Another plan found valuable in many colleges for developing proper attitudes is the use of upperclass student counselors. Whether we wish it or not, much information is passed on by upper-classmen to entering students. Most upper-classmen are glad to coöperate by assuming counseling responsibility, and experience indicates that in most cases the counseling is effectively done. The procedure varies in different colleges. Regardless of the method used, it was felt that the use of upperclass counselors in coöperation with the college counseling program was almost uniformly successful.

Faculty Counselors. The selection of suitable faculty counselors is extremely important. Often those who are greatly interested in the

idea of counseling are unfitted for it by personality and temperament Certainly a dominating, prying, nagging, or over-solicitious person would not be an acceptable counselor. It is possible, however, for many teachers through study and self-instruction to improve themselves in this respect.

It appears to be generally thought best for the college to use as many acceptable counselors as are available and at the same time keep the number of students per counselor as small as possible. Five would be an ideal number; ten is not too many for most counselors, although this depends, of course, upon the amount of time devoted to other duties. In most colleges, the counselors are selected by the officer or committee responsible for the counseling program and assigned to the students as soon as possible after they arrive. Some colleges have found successful the plan of allowing students to select their own counselors within certain limitations. In any case, it is felt that some plan should be used whereby an intelligent attempt is made to insure compatibility between counselor and student upon a common basis of interest or association.

The counselor should be a person of wholesome personality, of unquestioned character, and of religious interests. He should have an understanding of interview technique and should in ordinary cases be able to establish quickly the rapport so important in the counseling relationship. He should know how to interpret and use judiciously informational data, including test results. He should have interests in common with the student he counsels, or, better still, should have a wide range of interests so as to have some things in common with different types of students. He should be friendly, understanding, and sympathetic but at the same time balanced in his judgment. He should be a good listener, slow to advise until all available facts are known. He should never dictate but should guide the student in working out his own course of action.

It must be realized, of course, that no counselor will in any wise possess all of these qualifications. Nevertheless, these represent an ideal to be earnestly striven for by every person connected with the counseling procedure.

Individual differences. The very nature of the counseling program indicates that it must be adapted to the individual. No two colleges need the same counseling program, no two counselors use the same counseling procedures, and no two students are exactly alike in their guidance needs or in the approach which may be used by the counselor in establishing the relationship. There is the student of superior ability and performance and the "problem" student; the student who desires little or no assistance and the too dependent student who

wishes all decisions to be made for him; the conscientious student who avoids the counselor because he already knows his trouble and is not overly anxious to correct it. In all the variations of these types, the counseling relationship must be adapted and adjusted to the individual student.

II. Maintaining the Relationship

Meeting student's needs. The criterion by which the counseling program will stand or fall is the degree to which it meets the needs of each student. The counselor attempts to meet these needs by first carefully diagnosing the student's problems and then by guiding him toward their solution. The counselor should keep careful check upon such matters as study habits, methods, and environment; reading ability and use of the library; health, and eye and ear defects; motivation and vocational plans; social and personality problems; religious life; economic problems, including excessive self-help efforts; student-teacher relationships; information about curriculum, grades, credits, absences, and the like. Often it is necessary to consider the peculiar problems of the "misfit" student and, on the other hand, of the student of superior ability. Especially during the present war period the counselor must be on the alert to help meet the trying problems which now confront all students, both men and women, and to help them develop a sense of maturity, self-direction, responsibility, and independence.

Continuous adaption. The counseling program must constantly be adapted to its purposes. The amount and type of counseling should be changed as found desirable. The interviews should be informal and their number should be varied as needed. They should be optional, if possible, and not rigidly scheduled. Sometimes it will be found that counselor and student are unsuited, or that the student has drifted into a counseling relationship with another person. In either case the change should be made as quietly as possible.

Supervision. It is necessary that there be a person or committee responsible for the program and a central office through which it may be directed. Through this office the various counseling activities may be correlated, and the informational data may be made available to all concerned. Often problems reported to the central office with reference to class work, dormitory conduct, social relations, or even minor disciplinary difficulties may be referred directly to the counselor for handling. At times a parent may be referred to the counselor as one more closely in touch with the student's program and progress. It is well to arrange as many social contacts as possible between counselors and students. Many counselors will lead in this by inviting

counselees to their homes or by showing them special attention in other ways.

It is considered valuable to have regular meetings of counselors for the exchange of information and for the discussion of unusual problems. Every effort should be made to maintain the morale of the counselors by stimulating their interest and by giving recognition to the importance of their services whenever possible.

Regular, brief reports should be made by each counselor on the progress or problems of each of his counselees. A final, detailed report at the close of the year should be made a part of each student's permanent file, where it affords a valuable basis for future counseling.

It is recognized, of course, that no college will be able to obtain complete response from either faculty or students. It is believed, however, that the principle of individual counseling is in keeping with the accepted objectives of higher education. To have such a program successful, every effort should be made to keep the counselor-student relationship effective.

How to Secure the Necessary Information to Give a Basis for Understanding and Aiding the Individual Student

In addition to consideration of the titled statement, effort was made to determine what disposition should be made of the student who was considered to be non-college material, of the student who was maladjusted, of the average or normal student, and of the superior individual.

All life is a continued process of adjustment. Orientation, guidance, and counseling are aspects or processes in the problem of adjusting students to a life situation. If the student with or without the aid of the personnel worker makes the necessary adjustments, he succeeds, If he does not make the necessary adjustments, he is a failure. Counseling, then, is "that part of student personnel work in which a counselor marshals the resources of an institution and the community to assist a student to achieve the optimum adjustment of which he is capable."[1] The key to success, then, in human adjustment to *any life situation* is a full understanding of that situation. If student personnel workers wish to assist a student to achieve the optimum adjustment of which he is capable, they must bring about the clearest understanding possible of the college situation.

In order to effect this clear understanding, certain procedures almost certainly must be followed. The freshman, in the first place, must be as thoroughly familiar as possible with the college, the campus, the faculty, the administrative officers, the courses, and the social and religious life. It is the primary responsibility of those interested in personnel services to see

[1] Williamson, E. G. *How to Counsel Students,* New York: McGraw-Hill, 1938. 124 p.

that this is accomplished as quickly and as efficiently as possible; yet the counselor must keep in mind the limits of absorption and retention.

To bring about the freshman's complete understanding of his new situation and his subsequent adjustments are the fundamental purposes of all orientation programs. Each college must, of necessity, evolve its own program. College personnel, who are to guide and counsel, likewise seek a complete understanding of the student. This involves gathering information about the student. No one method in gathering information or, for that matter, no particular information has been generally accepted. Questionnaires or information blanks sent to prospective freshmen are useful. One institution has used successfully information available from the state department of education on high school graduates. The department furnishes the academic rank of each student, the size of his graduating class, and the units earned. In the first week on the campus, in addition to filling out, under supervision, additional personnel blanks, the student is usually given a psychological test, a general English test, a general reading test, and if he registers in a natural science, a science aptitude test. Other information, such as interest tests, should be given later in the semester. A thorough physical examination should be given. All of the above information should be kept in the personnel record, usually a cumulative record form. To this will be added results of grades, including mid-semester grades, absences, and especially the results of interviews and conferences with faculty counselors.

Another important factor is helping the student to understand and interpret himself. This is usually a lengthy process and involves the use of the material which is constantly being gathered. This problem involves the most skillful and ingenious counseling. To use the information for any other than the most sincere purpose is gross breach of confidence. Student advisers are used in addition to carefully selected members of the faculty. Caution, of course, should be observed that student advisers perform only those functions which do not involve the handling of the personnel records.

Faculty counselors naturally have full use of all information available, and further contribute additional information to the records. It will be obvious, then, that the number of students per counselor should definitely be limited. Best procedures demand that the counselor see each student at least once each semester. It will be clear that no pre-determined number of visits can be laid down. It apparently is valid that a student who does not desire advice should not be urged into the matter.

In our colleges today are many students who evidently lack the qualities to attain a satisfactory degree of success in college and who lack the ability to maintain satisfactory scholarship. These students have come to be known as "non-college material." The college curriculum, in the first place, demands that students have ability to learn in the abstract. Obviously,

not all have this ability in sufficient amount. It is the counselor's job to find work suitable to the abilities of his students. Failure in this task causes the greatest source of "drop-outs." Many of these "non-college material" students, it may be said in behalf of the counselor, are saved, and as we have seen, have made satisfactory adjustments with their academic schedules.

Consideration of the mal-adjusted student can hardly begin before there is assurance that the faculty is well-adjusted. It is apparent that under the stress of the present emergency, all people are victims of mal-adjustment in various degrees. For a sympathetic understanding of the students problems, a counselor needs to realize that family and social complexes present difficult situations. Too much money or the lack of money are trouble points. Genuine sympathy on the part of the counselor is invaluable here.

The normal student's problems may be best served by alertness in catching the difficulty early. Wrong interests, over-work, wrong associations, "over-dating," and financial problems involving malnutrition are ever-present and require constant watching. Prevention is the large part of cure. Necessary adjustments often are easily made if the counselor observes accurately.

One of the major responsibilities of the college is to find superior individuals and to develop them to the fullest. It is obvious that this class should furnish ultimate leadership. The superior individual very often has difficulty making adjustment. It is wise, then, for the counselor to suspect a physical deficiency or an emotional disturbance as leading causes of mal-adjustment. Contact with the parent is invaluable in correcting these conditions. Recommended assistance includes the giving of more work to the superior student. Expect more from him, broaden his horizons, have him work to his limitations. This procedure, if handled carefully, leaves little time for cause of mal-adjustment.

Additional problems suggested for future study are:

The social-recreational program;
Moral and spiritual guidance;
Health programs;
Housing and food;
Self-help programs;
Placement and follow-up;
Extracurricular activities;
War service guidance;
Coöperative pre-college testing and guidance;
Relations between administration and faculty.

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VI. REPORT OF GROUP IV

The Responsibility of the Liberal Arts College for the Education of Teachers

Group IV studied "The Responsibility of the Liberal Arts College for the Education of Teachers." The subject was divided into three parts for study by committees: (1) Curriculum Problems in Teacher Education, (2) Personnel Problems, (3) Graduate Problems.

Organization

The group elected President D. S. Campbell chairman and Dr. A. K. King secretary. The members chose to work on committees as follows: (1) Curriculum Problems: Dean Hoke, Chairman, Miss Rhind, Miss Grady, President Campbell, Father Bassich, Dr. Jenkins, Dr. Sumrall; (2) Personnel Problems: Professor Little, Superintendent Cooper; (3) Graduate Problems: Dean McCutcheon, Professor Feusse, Professor King. Professor A. W. Hobbs served as Association consultant.

The other members of the group were Messrs. Bassich, Cooper, Feusse, Garrison, Grise, Hoke, Jenkins, Little, McCutcheon, Phelps, Shuler, and Hobbs, and Misses Grady and Rhind.

Introductory Statement

We recognize education at all levels as an essential function of our social and national life. The importance of teaching in the schools, therefore, can scarcely be overestimated. The proper education of an adequate supply of well prepared teachers is a major responsibility of higher institutions, and should receive most careful consideration at this time.

This report deals specifically with the education of teachers in the liberal arts college for two reasons: (1) a major function of the liberal arts college has been and is the education of teachers for elementary and secondary schools; (2) the liberal arts college supplies a large proportion of the teachers for our schools.

Although the report deals with problems of special interest to liberal arts colleges, it is not limited to that group of institutions. It should be applicable in large measure to any higher institution which is engaged in the education of teachers.

The committee recognizes that the present emergency presents many problems that call for departures from established practice. Any legitimate demand should be met by institutions to the extent that their resources make it possible. However, in no case should the quality of teacher education be permitted to suffer because of such adjustments.

The report herewith presented is composed of the work of three subcommittees as reviewed and revised by the committee as a whole.

I. Recommendations on Curriculum for Teacher Education

A. *An integrated program.* A program of education for teachers should lead to teaching as a profession. It is the sense of the committee that colleges which prepare students to go into teaching in the elementary and secondary schools should see the work of those students in terms of a program leading to teaching as a profession just as colleges see programs leading to law, medicine, and other professions. The professional education of teachers consists of general cultural education, areas of concentration, and technical education.

B. *General education for teachers.* The committee is of the opinion that separate programs in the area of general education should not be set up for students who are preparing to teach. The interests of prospective teachers should be provided for in various courses through special attention on the part of instructors to the individual needs of this group. The courses in this area should provide those elements or bodies of knowledge which are needed by teachers or by individuals preparing for any other occupation.

During the present condition of the world, general education should contribute to the stability of democracy and to clear thinking in times of emergency. The present situation points to the need for teaching which will relate the values of our culture to present issues so dynamically that the thinking of the learner will be carried over into conduct. While it is recognized that the major emphasis is placed upon general education during the first two years of the college program, it should not cease at this point but should continue as one of the important objectives throughout the four-year program.

Recognizing the importance of the library as one of the essential sources for general education, the following values are especially emphasized:

1. As a research laboratory for specialized subject interest;
2. As a source for exploratory reading of a general nature in the field of interest for building general background knowledge;
3. As a source of materials available for use in all fields of knowledge
   a. For developing the habit of turning to the library when information is needed in the hope that this habit will carry over into teaching practice,
   b. In the hope that if such a habit is formed, it will carry over into teaching practice and, in turn, influence

children early to have a similar attitude toward the library and the use of materials.

C. *The areas of concentration for teaching*

1. In the undergraduate education of teachers, preparation for teaching positions that actually exist may be provided best by concentration in an area broader than the usual academic major or by modifying the work in a single academic major field when necessary for a well-balanced program. This should include sufficient work in a single field to give competence in it and at the same time in related fields to meet specific needs of students for effective work in the positions for which they are preparing.
2. The principle of broadening the area of concentration for teachers should be extended to the field of graduate study in order that preparation for teaching, in addition to research, may be recognized as a function of graduate schools. This might be necessary in some cases in order to enable students to take academic majors in graduate schools within an area rather than in a single subject.

D. *The area of technical education for teachers*

1. The area of technical education, including both theory and practice, should constitute a carefully planned and unified program definitely related to the teaching fields in which the student is concentrating.
2. In general, the amount and kind of technical education should be sufficiently prescribed and limited to preserve a well-balanced total program. Courses in educational theory and practice should be limited to the present minimum requirements for certification. (See Richard E. Jaggers, *A Unified Program of Teacher Education and Certification in the Southern States*, The University Press of Sewanee, Tennessee, 1941.)
3. The technical preparation for teaching should include and be accompanied by observation, participation, teaching in real school situations, and a variety of concrete experiences in order that theory may be made real to the teacher.
4. The college engaged in the education of teachers should provide one or more staff members who will have charge of students' directed or apprentice teaching. The means for providing such student teaching will vary with the institutions and communities. The committee is of the opinion

that the best way to secure such teaching situations is through competent staff members whose professional equipment is on a par with other faculty members and who have the insight and ability to locate proper opportunities, and who have the confidence and respect of those responsible for the work of the schools.

5. The library should aid in education for teaching (as distinguished from the building of a general cultural background, i.e., for the actual practice of teaching) by providing materials for examination study, such as books, periodicals, pamphlets, and audio-visual materials which are most helpful in current teaching practice. This collection would serve two groups:
   a. Teachers in training;
   b. In-service teachers who are interested in keeping abreast of the times.
6. Instruction in library use and in the use of materials for prospective teachers and for in-service teachers should be provided in order
   a. To provide teachers with a knowledge of and skills in the use of the library as a means of curriculum enrichment;
   b. To train teachers in methods of evaluating actual materials for use in subject fields of special interest;
   c. To acquaint teachers with the advantages of teacher-librarian coöperation to the end that teacher and librarian may work together effectively toward a common objective;
   d. To familiarize teachers with new methods in use and new materials available for use in teaching.

II. Recommendations on Selection, Guidance, and Placement of Teachers
   A. General statements:
      1. Every institution that educates teachers has an obligation to set up a definite plan of selection, guidance, and placement of teachers, aimed at getting the best possible people into the teaching profession and eliminating those who are obviously unfit;
      2. The selection of candidates for teaching should be continuous from high school through college, such selection consisting of both recruiting and eliminating students;
      3. Selection of teachers is the joint responsibility of the high schools, the colleges, and the employing agencies;
      4. An interested and successful teacher is one of the best agents for recruiting desirable teachers;

5. The high schools and colleges should take steps to present the advantages and disadvantages of the teaching profession to the best type of high school seniors and graduates: among the advantages which might be presented to desirable candidates are
   a. Teaching is a lofty vocation because it aids in the proper development of human beings;
   b. Teaching is agreeable work;
   c. It is intellectual work;
   d. It is carried on in an attractive environment;
   e. It provides an opportunity to work with people;
   f. The teaching profession is receiving an ever increasing recognition from the people generally;
   g. The teacher is potentially a leader in his community;
   h. It has long been a respected profession;
   i. It is difficult enough to challenge our best efforts;
   j. Salaries for beginning teachers compare favorably with those for beginners in other professions. The probability of Federal aid for schools will likely make them more attractive in the near future;
   k. The working hours are usually attractive and give more or less opportunity for individual adaptation.
6. The present shortage of desirable teachers and the limited number of students entering training for teaching are evidences of the need for effective methods of recruiting outstanding candidates;
7. The Committee wishes to emphasize that tenure laws should be so planned, and administered, as to aid in the selection and retention of *good teachers only*. (This is especially important in the emergency when many sub-standard teachers may be called into school positions.)

B. Criteria to be considered in the selection of teachers

The selection of prospective teachers should involve a number of elements which are suggested by the following criteria. These are not absolute measures, but taken together should form a workable basis for selection.

1. *Academic record.* High school pupils who are in the lower half of the graduating class should be discouraged from entering a program for teacher education. Those who fail to maintain a college record with average or better than average standing should also be eliminated.
2. *Mental Ability.* Only those who have an intelligence rating

of average or better than average should be permitted to enter teaching.

3. *Physical health.* Teachers should have reasonably strong and healthy bodies free from infectious diseases and distracting physical handicaps.
4. *Emotional stability.* Students possessing emotional instability in a noticeable degree should not be permitted to enter the profession of teaching.
5. *Social maturity and adjustment.* Only those who show capacity for social maturity and adjustment should be permitted to enter the profession of teaching.
6. *Mastery of tool subjects.* Students should show proficiency in tool subjects, especially those affecting the ability of expression.
7. *Interest in educational work.* The prospective teacher should show a definite and abiding interest in teaching as a profession and have a genuine interest in those to be taught.
8. *Intelligent and responsible citizenship.* The prospective teacher should have an understanding of, and should practice the rights and duties of, citizenship.
9. *Personal traits.* The prospective teacher should have such desirable personal traits as tact, common sense, dependability, sense of humor, attractive grooming, enthusiasm, pleasing voice, poise, coöperativeness, and ethical and moral ideals.

C. Application of the criteria

1. The criteria above should be applied continuously from high school throughout the education and teaching experience of the teacher.
2. High school principals, counselors, and teachers have a responsibility for applying the criteria above to the recruiting and eliminating of students who would enter teacher education programs.
3. College administrative officials, admission officers, personnel staff, and all teachers should apply these criteria.
4. Placement and employment agencies have a responsibility in applying these criteria in the selection of teachers.

D. Placement of teachers.

1. The placement of teachers in positions where they are likely to succeed is one of the duties of institutions engaged in the education of teachers.
2. The placement office of the institution should provide can-

didates with reliable information concerning available positions.

3. The placement office should provide employers with reliable and adequate information about available teachers.
4. The placement office, in coöperation with other placement offices in Southern Association schools, should make a continuous study of supply and demand for teachers so that teaching meeds may be met and candidates placed in positions of greatest need.
5. The placement office should act as a clearing house between employers and teacher education officials, so that teachers may be given the type of education most needed to fit them for the schools they will serve.
6. The placement offices of all Southern Association schools should coöperatively set up a code of ethical practices which they will follow. These should include the ethical standards for teachers coming in contact with such placement offices.
7. The placement offices have a responsibility for helping to get adequate salaries for teachers and in liberalizing local regulations for teachers, where such liberalization is needed.
8. Teacher placement is a logical outgrowth of an adequate guidance program.
9. The placement of teachers should be supplemented by an adequate follow-up of the work of all teachers who have been placed.

E. Plan of action

It is recommended that during the next year all colleges in the Southern Association take steps to study the questions of selection of teachers and that they pass their findings on to the other institutions in the Association.

III. Recommendations on the Relation of Liberal Arts Colleges to Graduate Instruction for Teachers

A. The broadening of the undergraduate major for teachers should be safeguarded so that teachers will not be deprived of a sound basis for graduate study. (The Committee believes that only in the fields of social and natural sciences is there likely to be difficulty.)

B. Any "fifth year program" for teachers should be of a graduate nature, with all standards for graduate work strictly maintained.

C. We recognize that the pressure on undergraduate institutions to offer courses for teachers who already hold undergraduate de-

grees is strong, and is likely to increase sharply after the war. As one means of protecting graduate standards and of meeting a legitimate demand, we suggest that such undergraduate institutions study the desirability of entering into some coöperative arrangement with the established graduate schools in their region. It is further suggested that this problem be referred to the Conference of Deans of Southern Graduate Schools for study.

(It is the opinion of some members of this Group that the relationship of the broader major to the graduate school should be studied for a number of years, and that experiments with this kind of major should be tried and reported upon at some future meeting. Such a report should give the judgments of both the dean of the graduate school involved and the dean of the liberal arts college.)

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VII. REPORT OF GROUP V

Liberal Arts Education

Group V was formed by the combining of the originally announced Groups V and VI, which had taken respectively the topics "General Education" and "The Values of a Liberal Arts Education." It was decided to deal with the problems of Liberal Arts Education.

Organization

The following officers were unanimously chosen by the group: Chairman, President Ralph Waldo Lloyd, Maryville College; Secretary, Professor C. F. Zeek, Vanderbilt University.

Association consultants working with this group were Registrar Leo M. Chamberlain, University of Kentucky; Dean C. Clement French, Randolph-Macon Woman's College; Professor Paris B. Stockdale, University of Tennessee.

Guest consultants were Dr. Ralph W. Ogan, Assistant Director, Cooperative Study in General Education, University of Chicago, and Dr. Guy E. Snavely, Executive Director, The Association of American Colleges.

Participants were Messrs. Agnew, Barker, Bradley, Chamberlain, Clifton, Daniel, Fincher, French, Guerry, Hard, Hendren, Hodges, Lloyd, McWilliams, Ogan, Purks, Smith, Brant R. Snavely, Guy E. Snavely, Stockdale, Taylor, Thrift, Wiles, Wiley, Zeek.

The following committees were appointed:

Drafting Committee: President R. W. Lloyd, Maryville College; Professor C. F. Zeek, Vanderbilt University; Dean Frederick Hard, Newcomb College, Tulane University; Professor R. G. McWilliams, Birmingham-Southern College; Dean J. H. Purks, Jr., Emory University; Professor A. G. D. Wiles, The Citadel.

Committee on Bibliography: Dean Maxwell A. Smith, University of Chattanooga; Dean F. C. Bradley, University of South Carolina; Dr. Guy E. Snavely, Executive Director, The Association of American Colleges.

Committee on Studies:

1. Dean Warren J. Barker, S. J., Dean L. L. Clifton, Dean R. N. Daniel, Dean L. L. Hendren, Librarian John Hodges.
2. Dean Donald C. Agnew, Dean Hoy Taylor, Professor A. G. D. Wiles, Professor W. L. Wiley
3. Dean F. W. Bradley, Professor J. A. Fincher, Dean Frederick Hard, Dean Maxwell A. Smith, Professor Charles T. Thrift, Jr.
4. Brant R. Snavely, Vice-Chancellor Alexander Guerry, Professor R. G. McWilliams, Dean J. H. Purks, Jr.

The discussions of Group V took into account the fact that the 1941 Work Conference adopted somewhat detailed statements concerning (a) "certain assumptions which are basic to American ideals," (b) "the objectives of education as an agency of progress in American society," (c) "education as a means of developing the individual member of society," (d) "some weaknesses and failures in the American educational program." Since, however, there was no group in the 1941 Work Conference working specifically in the field of liberal arts education, Group V understood its purpose to be that of formulating an approach to the problems which relate especially to Liberal Arts Education in America. The group had before it various statements in last year's report which are directly applicable to these problems.

The discussions and statements of the group centered on the idea of liberal arts education rather than on the idea of any particular type of liberal arts college or its individual problems.

I. A Pronouncement on Liberal Arts Education

Liberal arts education is essentially study in the great fields of knowledge.

Through history, economics, government, sociology, and the like, man comes to know the history of man—the story of the heart and mind and spirit of man. Through philosophy and religion he begins to learn the meaning and the purpose of life. Through mathematics, he understands the meaning and the beauty of order and logic. Through science, he sees the magic and wonder of the modern world and the significance of testing for the truth. Through the fine arts, he gains an appreciation of discipline and beauty.

Through all the fields of knowledge, he comes to have a sense of the heritage of the human mind, a sense of values, a perspective, an insight into things, and a regard for the precious values of life.

All this means knowledge and understanding. And knowledge and understanding are necessary to man if he is to live a rich and useful life as an individual and as a member of society.

The questions of life—be they personal, public, social, political, economic, or the like—are never of the present alone. They have their roots in the continuing experience of the human race. For any man to have the capacity to answer the questions that arise each day and to meet the situations and conditions in his personal life or in his life as a citizen of the state, he must have that fundamental background of knowledge and understanding, which is the continuing experience of the human race.

But knowledge and understanding are not enough. The mind must know how to use information, knowledge, and understanding. Through study in the great fields of knowledge, and especially through a study in the fields of mathematics, science, and language, the mind acquires the capacity for logical reasoning, for the logical processes of thought. Thus man has knowledge and understanding and the capacity through the process of logical reasoning to use that knowledge and understanding. And that means wisdom.

Freedom is fundamentally the right to choose. But that is about the limit of freedom. For no person, no group, no nation is free from the consequences of its choices. Freedom is therefore the opportunity, and the obligation, for the individual, the group, or the nation to choose wisely in order that the consequences may be good, not evil, constructive not destructive, fortunate not unfortunate, in order that freedom may be the avenue to liberty, security, and happiness—not the avenue to frustration, defeat, or misery. For this end to be achieved, man and groups of men must have the knowledge and understanding, the capacity and discipline for reason, and the wisdom, all of which may come from and through the liberal arts, from study in the basic fields of knowledge.

But such study gives more than knowledge and understanding, and the capacity for reason, and wisdom. It gives imagination and creative ability. When the mind reaches into the great fields of knowledge and pursues the study of the story of man, the wonder of science, the imagery of poetry, then the horizon of the mind expands. It comes to possess the quality of imagination and, with this, creative ability—the two greatest and rarest gifts of man.

The important point for all to see and to understand is that certain great qualities of mind and spirit are necessary if a man is to follow any career effectively or to make an effective contribution to society through that business or profession and as an individual depend upon the qualities of mind and spirit that the man possesses.

These qualities are the power and versatility of the mind, intellectual resourcefulness, the capacity for sustained effort, a sense of values, insight, perspective, understanding, an appreciation of goodness, beauty, and truth, and spiritual depth. These are essentially the fruits of liberal arts education. Liberal arts education develops the talents and capacities of man. Special training is of course necessary for any chosen field of endeavor. But it should come after, not before, study in the great fields of knowledge. Special training is the point of the spear. The shaft is that which makes the spear effective, and the talents and capacities of the individual, his qualities

of mind and character are the shaft, the force and power behind all special training.

In these dark and terrible days of war, liberal arts education takes on a new meaning and a new value. For the peace and the reconstruction of the world after the war, liberal arts education also has a new meaning and a new value. For it will be the men endowed with the great qualities of mind and spirit, men with capacities and talents, with knowledge, understanding and wisdom, with imagination, vision and creative ability, and men motivated by spiritual ideals who will persevere to victory because they see and comprehend the issues at stake and who will redeem civilization and establish in the world peace, and truth, and beauty and righteousness.

II. Reasons for Emphasis

In the light of the foregoing statement, the group proposes the following as some of the significant reasons for emphasizing liberal arts education.

A. Liberal arts education provides an instrument for rich living of life in all its complexities.
B. It develops the power of abstract and creative thinking.
C. It develops taste and discrimination.
D. It provides for the student who intends to enter upon specialized training a solid body of content from which he may derive a wide perspective of knowledge.
E. It provides a program of study that is the foundation and the best general preparation for any business or profession.
F. It provides bases for democratic living by presenting the classical and Christian philosophies from which the ideals of democracy have evolved.

III. Aims and Objectives of Liberal Arts Education

In presenting the following outline of objectives, the members of this group are cognizant of the related statements published by the Work Conference of 1941, and also of the dangers inherent in any effort to state categorically and in outline form the purposes of liberal arts education. They recognize that synthesis is an essential characteristic of such education, even though this topical presentation may seem to suggest otherwise. It has been helpful, however, to set down certain objectives in convenient outline form as an aid in projecting other phases of the group's work, and it seems wise to include them as a part of the report.

Liberal arts education aims at the development of the whole man:

A. Intellectually—by helping him attain
   1. A power of discrimination and logical reasoning;
   2. Precision in expression, oral and written;
   3. Appreciation of values.
   4. Intellectual curiosity;
   5. Breadth of knowledge—acquaintance in the humanities, the social sciences, the natural sciences;
   6. A certain depth of knowledge in a particular field;
   7. Personal satisfaction in intellectual pursuits;

B. Spiritually and morally—by helping him to establish
   1. A proper relationship with God;
   2. A stabilizing philosophy of life based on solid and definite religous convictions.

C. Emotionally—by leading him to
   1. A discipline of the emotions;
   2. A development of the higher emotional activity—appreciation of the finer and more beautiful things of life.

D. Physically—by teaching
   1. The laws of health;
   2. The care of the body—exercise, proper habits, rest, and relaxation.

E. Socially—by helping him to develop
   1. A proper sense of human relationships;
   2. An understanding of civic responsibility—local, national and inter-national—manifested in action;
   3. Leadership.

F. Economically—by giving him
   1. An interest in a vocation;
   2. A foundation on which to base his occupational activities.

IV. Forces Inside and Outside Liberal Arts Education that Tend to Destroy It

A. Social
   1. Increasing influences of our materialistic age, the growth of the Fascist idea, of utilitarianism, of de-emphasis of the individual, and their influence on the thought of teacher, student, and the public—all producing
      a. confusion as to meaning and purpose of the liberal arts education;

b. a discrediting of the value of time spent on liberal arts studies;
c. demand for "immediate usefulness";

1. The demands of business and industry for men and women with college degrees, desire for improved social status, and other factors—all resulting in a tremendous increase in the number of those attending college who do not have the necessary sincerity of purpose or thoroughness of preparation;
3. Environment hostile to liberal arts education—sometimes causing students to revert to their pre-college standards and ways of life.

B. Economic

1. The claim that liberal arts studies do not pay adequate financial returns to students' investment of time and money;
2. Pressure to shorten the time of preparation before entering upon professional training;
3. Limiting of study hours for students who are forced to spend undue time earning their way through college;
4. The problems of institutional finances which cause competition for enrollment and a consequent lowering of standards.

C. Academic—internal problems

1. Admission of students unqualified by interest, ability, or preparation to profit by liberal arts studies;
2. Encroachment of applied curricula upon liberal arts studies, with a tendency to eliminate courses in the humanities;
3. De-humanizing of liberal arts courses at the behest of pre-professional and vocational curricula;
4. A tendency to conflicts between faculties in different fields within institutions;
5. Inadequate understanding of liberal arts education on the part of many members of liberal arts faculties;
6. Frequent failure of college faculties to cause students to relate liberal arts studies to the living of the good life in society.

D. Special movements in education which encroach on the function of the liberal arts college:

1. The ill-advised establishment or maintenance of institutions, particularly junior colleges, without adequate resources or well-defined functions;
2. Growing and varied pressures upon the liberal arts program by many professional associations and societies and other groups for the setting up of special requirements;

3. Practices that tend to confuse the meaning and value of the Bachelor's degree.

E. Influences arising from the War:
   1. A sense of insecurity;
   2. Distractions of interest;
   3. Unnecessary curtailment of the quality of liberal arts work in the name of acceleration.

V. Forces Inside and Outside Liberal Arts Education That Tend to Support It

A. Long and historic service, honored traditions, established social and religous foundations, and the continuing prestige of liberal arts education.

B. Actual results of liberal arts education in terms of enduring satisfaction in the individual's own life and in terms of his character and of his service to society.

C. Increasing demands on the part of leaders and groups in the various fields of professional and other advanced training—medicine, law, engineering, science, theology, etc.—for a broad and sound preparation.

D. Increasing demands from every quarter for improvement in the use of the English language.

E. Broadening demands of democratic civilization for
   1. The type of educated man who can think in terms of human values;
   2. A sense of responsibility for community and world citizenship;
   3. Recognition of the inherent worth and dignity of the individual;
   4. Resourcefulness and adaptability to meet the constantly changing conditions of modern life.

F. Forces within liberal arts colleges:
   1. An increasing tendency toward the humanizing of the sciences;
   2. Active self-examination and self-improvement on the part of liberal arts colleges and faculties;
   3. The recognition of the responsibility of liberal arts faculties to the enrichment of community life;
   4. An increasing effort to prepare men through liberal arts training for their proper place in society;

5. Willingness to adopt improved methods and techniques, such as comprehensive examinations, honors courses, tutorial plans, reading periods, remedial reading, etc.;
6. The emergence of the college library as a great cultural force.

G. Influences arising from the War:

1. Official attitude of the Army, Navy, and Marine Corps as set forth in published statements in support of the liberal arts program;
2. A more serious attitude on the part of students and institutions.

H. Organized support by:

1. Governmental agencies;
2. The Church;
3. Educational foundations;
4. Learned societies and associations.

VI. A Program for Renewed Emphasis Upon Liberal Arts Education

We see the need of a vigorous campaign to make the public aware of the values of a liberal arts education; we feel that any such campaign must be based upon an increased understanding and a capacity for interpretation of the meaning of a liberal arts education by those who support it; therefore, we suggest that this campaign might be accomplished by

A. An informal organization of a clearing house consisting of a committee to act as a board of strategy. (This committee might seek coöperation with like-minded representatives living in other regions.)

B. A campaign directed toward the promotion of a general understanding of and interest in liberal arts education, the use of individual names of colleges or universities to be excluded altogether.

C. Emphasizing the four-year liberal arts program as a foundation for all professions, including even those professions which require advanced specialized training.

D. Definite plans to increase understanding of and to inspire enthusiasm for Liberal Arts Education on the part of

1. President and board of trustees;
2. Faculties and staffs;
3. Students and alumni
   a. through alumni and student publications;

b. through work on the part of members of the faculty;

4. Prospective students and general public through official publications, especially the catalogue of institutions in the field of liberal arts.

E. Enlisting the support of learned societies and of those professional associations that have already demonstrated their interest in Liberal Arts Education, such as:

1. Senate of the United Chapters of Phi Beta Kappa;
2. Advisory Council on Medical Education;
3. American Council of Learned Societies;
4. Modern Language Association of America;
5. South Atlantic Modern Language Association.

F. A definite attempt to reach

1. High school students;
2. Teachers, especially in high schools;
3. School officials;
4. Local, state, and national officials of education;
5. Community leaders;
6. Editors of newspapers and periodicals;
7. Employers.

G. Sending the report of this group in printed or mimeographed form to the president and the dean of each liberal arts college, with a request that it be made the subject of deliberation and action by each college.

We recognize that our work on the problems of liberal arts education is inextricably related to the work of the other groups of this Conference. We refer to the reports of our colleagues in these allied fields.

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VIII. EVALUATION OF THE CONFERENCE

I. *Individual Evaluation*

Participants were requested to submit their evaluations of the Conference. Nearly all complied promptly with this request. Since it is impossible to present all evaluations, the following have been selected as typical.

1. "I am one of those who came to scoff and remained to pray. Before the opening of the Conference I had feared that we would spend our time going over the results of the 1941 group and that little would be accomplished. My opinion at the end of the Conference is that the meeting was well planned in advance, that the participants have entered into the activities with genuine thought and enthusiasm, and that the results will be worth while, certainly for those institutions represented here."

2. "One of the greatest values that comes to me from a Conference of this kind is the chance to meet and talk with people who are in similar positions over the South. This Conference offered fine opportunities for such contacts. This was one of the best organized Conferences I have ever attended. The steering committee and consultants meeting before our coming and outlining a plan of action helped tremendously. The daily bulletin was a great help in coördinating the work of the Conference and in summarizing what was done. I can't imagine a successful Conference without something of this kind.

   "The consultants have all been of great assistance in focusing our attention on the main points under discussion. They have been faithful in their efforts and helpful beyond measure. I liked the idea of having consultants from within our group and also those from outside. Every member of the group I worked in did his share to make the Conference a success. I am sure that someone did a good job of picking the participants. It probably helped to have each school represented pay a part of the expenses. The library references which were provided helped tremendously to make the work worth while. This could easily be extended next year to include a wider selection. I am sure that my work was helped because I had these books and other materials to consult."

3. "As a result of the 1942 Work Conference I am assured that *Education in the South is on the Offensive!* I carry back to my institution two general impressions of the Conference:

   Values

   "A. A renewal and rededication of our faith in the democratic way of life.

"B. A deeper appreciation of the new responsibilities and opportunities of education in the Southern area.

"C. The mandate to begin now on long-range planning in preparation for the post-war period and assistance in the creation of the new world order.

"D. The permeating tendency to regard the student as a human being, without impairing scholastic standards, and the responsibility this nation has in developing the individual for citizenship in the post-war world.

"E. The necessity of self-analysis of our educational endeavors in the present emergency.

"F. The realization of the renewed responsibility of education in developing intelligent, aggressive and serviceable citizenship.

Weaknesses

"A. Inadequate time to treat exhaustively the suggested agenda yet cognizant of the difficulties in the extending the Conference for a longer period.

"B. Some plan to more adequately prepare and orient the participants *in advance* of the Work Conference."

4. "My institution has three committees already at work, organized upon suggestions from last year's Conference. I came to this Conference to secure further information for the use of these committees, and have found what I came for. These conferences are most helpful in the difficult task of self-examination. The greatest weakness, as far as my experience goes, lies in the fact that one representative is too few. There should be two or three representatives from a single college, who might go back home to work as a steering committee for the college."

5. "A great value has been the fact that administrators and instructors have become more aware of the need for constructive change in administrative procedures and instructional methods. When college people recognize the fact that some change in methods and procedures may be profitable for all concerned, they will improve curricula offerings and instructional methods. As yet there does not seem to be a recognition, actually, among the group, of the commonly accepted fact that colleges are dealing, in the majority of cases, with individuals for whom the traditional college program and method of instruction were not planned. If there is a recognition of the above commonly accepted fact, there is little to indicate a concerted effort to deal with the fact. There seems to have been little or no cognizance taken of the fact that

the traditional program and method of instruction fails to meet the needs of this large and 'new' group of students."

6. "The Conference was of very great benefit to me personally in that I was forced, through clash of opinion, to clarify a number of my conceptions in the field of college education. The Conference was also very stimulating to me in the direction of future research into means of making college education more functional. I feel that I am much better balanced in my own thinking than I was before the Conference convened. The Conference seems important to me because it is an effective agency in the formulation of principles of collegiate instruction and administration. It seems to me that the college world has suffered because of the experiences of previous generations of college teachers have not been subjected to critical analysis. Such conferences as ours are a step in that direction."

7. "In my opinion the highest value of the Work Conference lies in the living discussion of the highest standards which colleges should uphold in the living present. It brings to the consideration of some and keeps in the attention of all the best principles of administrative procedure, the choicest materials and the most approved methods of instruction. It points out even to good institutions their weaknesses and the remedies by which deficiencies can be removed. It calls attention to procedures of doubtful or negative value at variance with the best educational practice. It reminds participants of their duties and of the obligations to the students who are being formed in their institutions. One weakness of our Conference is that out of an excessive condescension to an individual or to a minority, we sometimes permit a prolonged discussion of an issue far beyond the point of time at which the question should have been proposed and a ballot taken. A second weakness is that issues proposed by the Conference for discussion at the colleges are not formally proposed and taken up by the Conference the following year."

8. "One of the chief benefits to be had from the Conference is the mutual play of minds about the questions that concern those holding different views or attitudes to the same questions, as for the example, the qualifications of a teacher, wherein the dean or president will have opportunity to get the point of view of the teacher.

   "In the second place, people are likely to take for granted certain inequalities or evils that should not be so regarded; and they find in such a meeting as the Conference that these evils do not exist everywhere and that they may be remedied, and in fact are remedied or avoided elsewhere. On the other hand, there are shortcomings or disadvantages that have to be borne with; they are general. Patience is thus more easily exercised.

"Another source of wealth is personal contact, as in all such meetings. Then, after all, the reviewing, year by year, of questions that may never be finally settled, but are in need of frequent review is profitable."

9. "Among the greatest values achieved by such a meeting as this is the personal contact and fellowship with men and women who are working to attain the same end: the full and useful education of American youth for places of leadership in the modern world. Whatever tangible results the Conference may present in its published report, I feel that the delegates will have much to say by way of inspiration and helpful interpretation for their colleagues when they return home. Much of this inspiration will have come from the stimulating conversations about personal and professional experiences which we have had, formally and informally, during the days of the Conference."

10. "I have derived a distinct benefit from my week's attendance of the Sewanee Work Conference on Higher Education. I am listing the benefits which I think I have derived from the meeting.

"A. It has broadened my view of the problems which face Southern educational institutions.

"B. It has brought before representatives of the Conferences problems and ideas which are common to all institutions.

"C. It has opened classroom doors of many instructors and allowed instructors to see what their fellows are doing.

"D. The Conference has raised many new questions, and introduced many new ideas.

"E. It has given assurance that the South as a region can deal intelligently with its educational problems.

"F. It has opened the way for effective missionary work in the many schools represented.

"G. The informal associations and the exchange of ideas which have taken place outside the committee or sectional meetings have been of great value. This has been an effective manner of introducing the South educationally to itself.

"I sincerely hope this type of meeting will be continued."

11. "My chief adverse criticism is that the entire Conference has been pitched on a pre-war note. With very few exceptions we need not have known that a war existed, or that a peace is contemplated, or that a period of reconstruction must be planned, or that tremendous changes are now taking place that will make it impossible ever to return to pre-war attitudes and conditions. I can see good reasons why an over-emphasis upon the war would have been unwise and why a general melee of discussions of present abnormal conditions would have been unfruitful because of lack of adequate information. Nevertheless, I

wish we could have had a more realistic approach to our immediate problems."

12. "The program of discussion and study was solid and fundamental. It might, in this time, easily have gone off after temporary and emergency considerations to the neglect of the lasting essentials, but, in general, it did not. That seemed to me good.

"The election of officers in the groups should, if possible, be done with more foresight and planning. I am all for democratic methods, but I believe there would be gain if the chairmen, at least, were chosen with more care to insure that they be at least prepared in spirit if not fully in mind for directing the group. This is no criticism of any chairman, but in the group in which I sat, I am sure the very excellent chairman did not want to serve and had no inkling of preparation for the job. Could not the steering committee and the group consultant study the list of prospective enrollees in each group and nominate two persons for each office for the consideration of the group?"

13. "*Weaknesses:*

Some slowness in organizing.
More good lectures needed.
Failure to separate representatives from different types of colleges in discussions in which type of college is a relevant factor.
Too much free time for members without afternoon committee work.
Too little attention to war needs.

"*Merits:*

Wise choice of topics, except too little attention to war needs.
Spirit of fair play, willingness to discuss, and tendency frequently to throw aside platitudes, generalities, and superficial answers.
Availability of reference materials.
Availability of writing materials including typewriters.
Statements and speeches of representatives of the Southern Association, A.A.U., O.P.A., etc. Their factual statements were useful."

14. "I am planning in the fall to lay before the faculty some of the findings of the Work Conference as a basis of discussion as to how our curriculum and methods of instruction can be improved to better attain the unique aims and objectives of a liberal arts education.

"In connection with the conference, if a similar one is held next year, it is recommended that two or three of the leading men of the college faculty who show signs of promise as future leaders in the college

be designated as representatives. The discussions, although somewhat too broad and inconclusive, are inspiring and stimulating."

15. "The many pleasant contacts, the serious but good-natured discussions, the freedom and ease and informality with which group discussions were carried on, the pleasantness of the surroundings at Sewanee—all made for the success of the Conference. I think that the idea of including consultants whose role was to advise, but not to dominate, was a wise one. But possibly the term coördinator would better describe Association consultants. . . .

"Possibly one of the best features of the Conference was its democratic spirit—the fact that deans, presidents, instructors were all on a plane of equality—in the discussions, at meals, etc. That made possible a very free exchange of views between administrative officers and faculty members."

16. "In reply to your request for comments regarding the Conference, I submit the following:

"It has afforded delightful and profitable associations.

"Its greatest weakness lies in the casualty list of ideas and inspirations on the ground between the Conference and the folks back home.

"We need a formula to unlock the barrier between the Southern Association and the average faculty member of member institutions. This Conference, calling in so many faculty members, has made significant progress toward this objective. (I suspect that there is as much or more potential leadership within faculties of member institutions as is found within administrative staff of the same.)"

17. "As one who has had only limited yet some administrative responsibility I consider the privilege of working with experienced and able leaders of inestimable value. Having seen and heard administrators as well as some colleagues in action over problems that concern primarily the student, I now have a greater sympathy and respect for educational administrators and fellow teachers. I have been amazed at the resilience and resourcefulness of these educators in debate.

"The sportsmanship that has prevailed in the enthusiasm of discussion has had a pleasing effect on me. In our own institution too frequently when a faculty member takes the floor for a cause there arises immediately a suspicion that he is out for his department, students, equipment, recognition, prestige, and what not? In the working groups here the debaters and listeners alike maintained an objectivity which though sometimes fervent was nevertheless detached from personal considerations, because nobody felt his interest suffering. 'Mr. X may be after advantages or students but here on the plateau at Sewanee they will not be taken from me' expresses what I mean.

"That presidents and deans can be so democratic has in these days when we think and speak so much of democracy had an encouraging effect on me. This last statement leads me to the next topic.

"At times the democratic principles or process have prevailed so thoroughly that we have had more or less confusion and lack of efficiency in the operation of the group. As educators, presumably trained in the orderly processes of government, we might well adhere a little more closely to parliamentary procedure and decorum. Often several little debates were running parallel or counter to the principal one the chairman was trying to recognize and direct."

18. "This summer's Work Conference impressed me as a definite improvement over the 1941 Conference because of several factors, namely: (1) increased number of teachers who participated; (2) more extensive pre-planning to assure maximum achievement in a limited time; (3) increased confidence of participants that such a Work Conference could be and would be productive; (4) more careful preparation for the Conference by the local consultants; (5) more effective and comprehensive announcements and 'key note' explications of the purpose of the Conference; and (6) a better schedule of meetings and of working hours. In view of the fact that the 1941 Conference was clearly successful, the even more successful 1942 Conference constitutes a splendid achievement. I congratulate you and Chancellor Carmichael and your colleagues upon your effective leadership."

19. "While the 1942 Work Conference may not be able to offer educational panaceas, it cannot fail to have reminded everyone concerned with it that there are still problems to which attention should be directed. All of us must have felt the constant implication that, if we have been unaware of problems, the extent of our unawareness constitutes a measure of our intellectual dormancy. The Conference has served to stimulate us to search for faults in our work, to seek new problems, to evaluate past efforts made and methods used in attempting to solve problems; some few answers must have been found for some few of the questions which many of us brought along. Our intellectual curiosity has been aroused and given a definite stimulus. We should return to our institutions with a reinforced resolve to remain constantly vigilant and keenly aware of the necessity for continuous self-investigation. With such an attitude, we shall give better educational service.

"The fact that representatives from all of the various types of institutions in the southern area have met and found common grounds of discussion is encouraging. This is evidence of our potential for extending our view beyond the narrow cell of our particular academic subject and the particular institution to which we are attached. If

the Conference sends the various participants back to their respective colleges with a determination to stir the teachers and administrators of those colleges to more intensive consideration of their work and their programs, then there will have been achieved an educational movement of tremendous significance for the personnel and institutions concerned and for the whole area itself."

20. "The Work Conference on Higher Education, held for the last two summers at Sewanee, Tennessee, has offered an opportunity for the realization of some very definite and tangible values. The focus of attack upon problems common to educational institutions in the South, regardless of type or rank, has represented a splendid example of democracy at its best in that every participant has had a voice of considered weight in the discussions, irrespective of academic rank or title. If an instructor's point of view seemed more plausible and logical to the group studying a particular problem than did the point of view of an executive or administrative officer, the instructors point of view was given first consideration by the group acting as a parliamentary body. These groups have not been miniature faculty meetings where only professors and high school and college executives had the final vote. All voted and every man's voice carried equal weight with that of another. That sort of procedure represents the spirit of democracy at its best. As a result, oftentimes the most constructive suggestions have come fron the classroom teacher and not from his chief administrative officer. This leads one to believe that the same democratic and sympathetic attitude, if adopted in institutional faculty meetings, might frequently produce beneficial results.

"The same democratic procedure referred to above makes for a better communal understanding between administrative officers and those directly charged with the responsibility of performing classroom and other duties directed toward achieving the objectives of the educational program of a given institution.

"The Work Conference has also served as a means of developing a better understanding among the participants of the procedures and objectives of the various types of institutions represented: (a) the secondary school and the college at the Work Conference have come to see their respective educational programs in terms common to both; (b) the different types of higher institutions represented at the Conference, the denominational college, the liberal arts college, the land-grant college, and the private and public colleges and universities, by means of a study of problems common to each, have had an opportunity to arrive at a better understanding of the purpose and policy of the different types of institutions represented at the Conference.

"Representatives at the Work Conference have reaped the benefits of different points of view expressed there which will oftentimes prove helpful in guiding the faculties from which such representatives come when these faculties, in their own institutional experience, come face to face with problems studied at the Conference.

"Out of the serious study given to educational problems at the Work Conference may ultimately develop a new renaissance in the field of Southern education. The Conference has afforded an opportunity for broadening horizons, for intellectual stimulus, and for engendering enthusiasm that ought to enliven and enrich the educational programs of all institutions participating in the Work Conference."

II. *Summary of Evaluations*

1. The arrangements for and organization of the Work Conference were generally satisfactory because of the planning before the opening of the Conference and the helpfulness of the consultants. Several participants missed a directory of names and room assignments which was planned but abandoned in order to render other services which the Steering Committee thought to be more important. Some participants felt that there was loss of time in the process of group organization, but at least one participant stated that he would have felt less responsible if he had had less participation in the organization of the group in which he worked. There is, therefore, a question whether this loss of time involved in democratic processes was more apparent than real.

2. Participants in the Second Work Conference went forward in their work, for the most part, from points reached in studies made previous to the opening of the Conference. A few felt that insufficient use was made of reports submitted by faculty groups in coöperating institutions. One participant thought that too much time was spent on problems explored last year.

3. Participants agree that the problems dealt with were basic rather than special and transitory, that they were well defined, and that they were considered in the light of their implication for future practice in the various institutions. A small minority felt that the immediate problems of the present crisis should have received more attention.

4. Participants agree that the coöperative consideration of basic educational problems was stimulating and helpful in clarifying their thinking and in securing insight into possible methods of improving work in their own institutions, but that more progress might have been made by adhering to parliamentary procedure. The following reactions are typical:

"The important thing now is to get all of our institutions of higher education interested, stirred up, and coöperating intelligently along the lines of the findings of this Conference."

"I have returned home so enthusiastic over my experience that I have persuaded my colleagues to have a work conference . . . for our faculty just before college opens in September."

5. Participants agree that the bringing together of educational administrators and teachers to work as equals on problems of common concern has contributed much to mutual understanding and coöperation which may have great influence in developing similar relationships in the various institutions represented and in better utilization of faculty abilities in member institutions of the Association.

6. Participants believe that the Work Conference has made a distinct contribution to bridging the gap between the official organization of the Southern Association and the faculties of the various member institutions by demonstrating that administrators, officials, and teachers in all instructional areas may work coöperatively and profitably toward the solution of educational problems in the South. This experience, it is thought, should lead to a more active participation of teachers in the affairs of the Southern Association and to a closer coöperation of all types of educational workers in improving educational and living conditions in the South.

IX. RECOMMENDATIONS

Many participants offered thoughtful recommendations for the continuation and improvement of the work which the Work Conferences are promoting. Some of these are made directly to the Committee on Work Conferences. Others are of general interest, The following are typical of the latter.

I. *Individual Recommendations*

1. "I express the strong belief that this Conference is important as well as successful, and hope that it can be made an annual affair. If this can be managed, I hope that at least as many teachers can again be present. The inclusion of more teachers and fewer administrators seems desirable."

2. "I would respectfully suggest that the next conference be devoted more fully to an exchange of ideas and experiences arising out of our various efforts to solve some of the problems we have recognized and defined. I can think of nothing that would be of more real value than to know more specifically how others handle such matters as student guidance, or the so-called extracurricular activities of the school, etc.

I base this suggestion on the assumption that most of us, with the help of our official and instructional staffs, are trying to deal with such matters in our own way and according to our own designs. I should like to have the benefit of the experience of others in dealing with similar problems in their schools.

"Probably more of the concrete has come out of the discussions in other divisions than has been true of the division with which I have been associated. At least, it is my opinion that the method suggested above, or some similar method, will bring to us the greatest values as school men. Our . . . Executive Secretary undoubtedly tried to promote this exchange of ideas and methods during this past year. Would it not be possible to lay some plans for an expansion of this kind of effort during the year before the convening of the 1943 Conference?"

3. "I suggest the following:

"This report should be printed and distributed as was the Conference of 1941 and the member institutions should be encouraged to study the reports during the session of 1942-1943.

"Another Conference should be held next year, assuming that the war situation permits.

"If possible, the next Conference should be directed by the same man.

"Other things being equal the same local consultants should be used in the next Conference. The local consultant for each group should choose two people who will work with the group and designate them as a Committee on Agenda for the initial meeting. These with the consultant should study the work that has been done in the preceding work conferences, and reach the place of meeting in time to prepare and have ready for presentation at the first meeting agenda for immediate consideration after the group has been organized.

"Visiting from one group to the other should be discouraged because of the time demanded in acquainting the visitor with the discussions that have preceded.

"If possible, the meeting of the next conference should be held at Sewanee.

"If possible the chairman of the group should be one who attended the preceding Conference or he should be chosen by the Executive Committee in time to study the reports of the preceding Conferences so that he, at least, will know what has been accomplished.

"Six days is not sufficient time in which to accomplish the best results unless more preliminary preparation for each group has been made before the conference assembles."

4. "There should be, I think, another Conference next summer, a much smaller one, lasting about a week, made up of carefully selected

representative men and women who will consider and evaluate the criticisms and suggestions of the various institutions, and who will bring out a final report which should be highly valuable in advancing higher education in the South."

5. "I would like to offer the following suggestions for improving and continuing the work of the Conference:

"Encourage experimentation with the recommendations of the Conference by institutions in the Southern Association.

"Provide for an exchange of experiences during the coming year. This could be achieved by asking institutions in the Southern Association to render two progress reports during the year.

"The accrediting authorities in the Association might take notice of some of the findings of this Conference."

6. "Comparing a list of members for 1941 and 1942 Conference, I find that there was a noticeable increase in the teaching faculty who were participants. I think that this is a good policy. I hope that the teaching faculty can be increased with each Conference. We are dealing with problems that pertain to the education of both young men and women. Also most college faculties consist of both men and women."

7. "The value of the Conference for the individual institution might be judged in part by ascertaining what specific undertakings are inaugurated and what changes are brought about as a result of a study of the reports and bulletins of both Work Conferences. I think it would be of interest and benefit to all to ask each institution to make such a report in May, 1943, and to send a summary of these reports to all the institutions participating in the work of the conference."

8. "The Work Conference is worth continuing—if it can be. Progress over a wide area is necessarily slow. The presence of the Conference is a growing reminder that each institution should study its problems and evaluate its activities. The Conference and its aims will more and more get into the consciousness of all of us, if it can be continued.

"If institutions and individuals who are achieving—anywhere, but especially in our own territory—can be sought out, it would be fine to bring representatives to the next Conference.

"After all, the most good to be hoped for is stimulation, looking forward to starting things back home, rather than very many solutions here. So a nucleus of repeaters with a considerable number of new faces should probably be in the planning for next time."

9. "In the matter of following up the work of the conference, we think that the printed report of its discussions and conclusions should be sent to each member college of the Southern Association, that each col-

lege, as last year, should be urged through either special or standing committees to study and discuss the findings of the report to the fullest extent, and that these committees be requested to forward to the conference secretary the results of their deliberations, to be used as a basis of discussion in future conferences.

"With respect to future work conferences, we are of the opinion that another one should be held as soon as war conditions warrant it. As in the case of the present conference, we feel that the personnel should be changed extensively and only a sufficient number of the last conference invited to return as are needed to provide continuity and stability to the entire series."

10. "Suggestions for follow-up:

"Each participant should be directly charged with bringing the report of this Work Conference to the attention of the faculty of his institution; also the 1941 General Report if that has not been done.

"Each member institution should be charged by the Southern Association with continuing the specific project begun last year; or undertaking a project where that is not now being done. It is hoped that these studies will result in clear-cut conclusions to be submitted to the Work Conference of 1943."

11. "I suggest the following ways of carrying on the work in the various colleges:

"Let each participant become a sort of personal evangelist; that is, let him seek to convey to individuals in his own faculty the values that he gained at the Conference.

"Let him tell his faculty as a whole about the Conference and ask any who are interested to gather in an informal meeting for a discussion. I heard one man say that he had tried this plan last year and that after the first informal meeting the interest was such that the informal meetings continued for a period of about ten weeks.

"I think that such organizations as the State College Association, State Association of Deans, and the State Association of Registrars might be used to carry the work of the Conference into the colleges."

12. "As a continuation of the work now under way, I should suggest that individual institutions again be asked to make a study of and an elaboration upon the findings of the Work Conference. I should further suggest that persons attending this Conference be urged to encourage the sincere coöperation of their colleges in the study and elaboration."

13. "I have the following suggestions:

"That a questionnaire be submitted to the participating colleges, near

the end of next school year, on the use made of the work done here. An examination of the reports already in the files convinces me that as they stand they have little value.

"That colleges not participating in the conference be informed of the persons attending and the suggestion be made to them that such persons might be invited to meet with their faculties to discuss the work of the Conference.

"I should like to make one last comment. I have heard the suggestion that the Conference be abandoned, because of the war. Personally I disagree with that position. This Conference will serve a real need in maintaining the permanent values in our educational system during these uncertain times. Moreover, it will give an opportunity to discuss those problems which will arise in the days ahead."

14. "The apparent success of this Conference suggests that other conferences of a similar nature should be held, Conferences including a smaller area with more teachers from individual institutions might be profitable.

"Information and impetus gained here should form an excellent basis for faculty study groups and in many cases discussions by whole faculties."

15. "This conference showed the benefit of preparation ahead on the subjects for discussion, and I believe future conferences would benefit greatly from even more preparation of this sort. If others than the consultants could study the subjects to be discussed in different groups, I believe the groups could proceed even more intelligently about their work. If half a dozen people could be assigned to each group and charged specifically with the responsibility of studying the subjects, I believe the groups would make more rapid progress.

"This Conference ought to be retained for the discussion of major educational problems by the leadership of the Southern Association, but I believe there would be distinct advantage in a conference on teaching problems to which could be sent teachers who need stimulation. Every teacher I talked to at Sewanee (and they were all recognized as being good teachers) felt that he would be a better teacher for having attended this conference. Why not consider doing one of two things: (1) sprinkle a few teachers who need stimulation in and amongst the good ones at the next Sewanee Work Conference; or, perhaps better, (2) establish a teachers' clinic (under some happier name) for those who definitely need to be pulled out of a rut."

16. "I suggest that consideration be given to the holding of conferences similar to this one in each of the states in the Southern area at a time not in conflict with this one.

"I suggest that consideration be given to the idea of holding the next conference, if there is to be one, in some other state on the campus of an institution easily accessible to a number of colleges. This would enable a larger number of faculty members to benefit from the conference. This is not intended as a criticism of Sewanee."

17. "I enjoyed the Conference thoroughly, and earnestly hope it will become a permanent feature of Southern education. The South needs the thinking of such a group of educational leaders in such a place where the larger long-term issues can be pondered without the distractions that beset such men on their home campuses. It is one of the tragedies of American education that its responsible leaders have so little opportunity to *think* and *plan* in their own offices where they are at the mercy of every triviality of campus routine, The work conference should become a permanent institution, should be extended to at least two full weeks, and (I think) should include in its program at least two prepared addresses on long-range educational problems by carefully selected speakers who should have at least six months' notice to prepare their addresses.

18. "I suggest the desirability of devoting more time to individual projects or studies. A point will come, I think, when the effective implementation of the broad, general pronouncements of the working groups will lead to some 'one-man jobs.' If the general pronouncements are to affect educational practice significantly, they will do so, I suspect, because some individuals translate the pronouncements into a program of action. After all, individuals, and not committees, usually do most of the actual work of the college. I feel that 'one-man jobs' as well as 'committee jobs' are important."

19. "The recommendations of the Conference should be earnestly studied and put into effect for two or three years by the colleges and then another conference should be held to check on the results."

20. "I would like to see the proceedings of this conference published and distributed as were those of the last conference, with a request that institutions make a study of the tentative conclusions of this conference and submit reports for consideration at another conference.

"I think that a third conference should be held, but not until the institutions have had two or more years in which to study and test and draw up rather full reports of their findings on the tentative conclusions of this second conference. Institutions that desired to take such action on the conclusions of the first conference did not have sufficient time in which to do a satisfactory piece of work before the second conference.

"I am inclined to think that the third conference should be composed

of administrators and faculty members in equal numbers, and that only those should be invited who have attended either the first or the second conference or both of them. Thus continuity of progressive thinking will be better secured."

II. *Group Recommendations*

1. That a central research and service bureau be established to aid member institutions of the Association in the study of problems of the type with which this Conference is concerned.
2. That the possibility of establishing committees in each Southern state to seek better coördination of high school and college curricula be explored.
3. That member colleges be urged to make careful self-evaluations of their programs and objectives, and that reports of such analyses be studied at a future Work Conference.
4. That, in view of the criticism that the findings of the group studying curriculum in the 1941 Work Conference were vague and difficult to translate into action, the various faculties of member institutions be urged to study devices and procedures for putting into operation the broad principles enunciated by the 1941 Work Conference, and that reports of such studies be considered at a future Work Conference.
5. That a careful study be made by some agency of the Association of ways in which college facilities can better be employed in furthering the war effort and of means of preparing to meet the problems of rehabilitation that will confront the colleges after the war. In the opinion of Group II, these two problems should be studied by the faculties of the various institutions, and the results of these studies should be considered at the next Work Conference.
6. That the report of Group V be sent in printed or mimeographed form to the president and dean of each liberal arts college, with a request that it be made the subject of deliberation and action by each college.

III. *Summary of Recommendations*

The principal recommendations of individual participants and working groups may be summarized under seven heads:

1. Each participant in the Conference should assume personal responsibility for transmitting to the faculty of his institution the values he has received from the Conference and for assisting and encouraging his institution to assimilate these values and to translate them into a program of educational improvement.
2. The report of the work of the Conference should be published and distributed to all member institutions of the Association. Certain

sections of the report should be brought to the attention of special faculties for study, evaluation, and experimentation.

3. Each member institution of the Association is urged to study the report of the Conference and to carry forward institutional studies of pertinent problems, including the role of each institution in the war and in the solution of problems arising out of the war, through:

   a. Encouraging individual faculty studies of specific problems;
   b. Organizing faculty groups for the study of institutional problems;
   c. Utilizing participants in the Conference for the promotion and direction of institutional studies;
   d. Preparing periodic reports of progress which may be distributed and shared with other coöperating institutions;
   e. Developing experimental programs and procedures to meet existing needs and reporting the results for evaluation by coöperating institutions and future conferences.

4. The Committee on Work Conferences and the participants from each state should coöperate with state and regional college organizations in the promotion of studies and evaluations of experiments growing out of the Work Conference.

5. The Conference should be continued, either annually or periodically, for the joint consideration of problems arising out of studies and experiments undertaken by member institutions of the Association and for the study of new developments and procedures in other regions.

6. Since the 1942 Conference demonstrated the value of advance preparation, greater attention should be given to planning future conferences. Such planning should involve the coöperation of conference officials, consultants, and participants in order that the contributions and problems of each institution may receive adequate consideration without loss of time and energy in conference organization and procedures.

7. The Committee on Work Conferences should maintain a central office for promoting, assisting, and coördinating individual and institutional studies between this and the next Conference.

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Herman Kurz, Professor of Botany, Florida State College for Women, Tallahassee, Florida

Moses Ligon, Professor of Education, University of Kentucky, Lexington, Kentucky

Harry A. Little, Head Department of Education and Teacher Training, Georgia State College for Women, Milledgeville, Georgia

Christopher Longest, Professor of Spanish, University of Mississippi, Oxford, Mississippi

Ralph Waldo Lloyd, President Maryville College, Maryville, Tennessee

Frank D. McClelland, Dean of Students, Maryville College, Maryville, Tennessee

Edward McCrady, Professor of Geology, University of the South, Sewanee, Tennessee

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John S. Marshall, Albion College and University of the South, Sewanee, Tennessee

E. J. Mathews, Registrar and Dean of Admissions, University of Texas, Austin, Texas

W. L. Mayer, Director of Registration, North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina

Miss Elizabeth Meeks, Instructor of Classroom Teaching, Delta State Teachers College, Cleveland, Mississippi

William Melcher, Professor of Business Administration, Rollins College, Winter Park, Florida

Daniel L. Metts, Dean, Sullins College, Bristol, Virginia

Enoc L. Mitchell, Memphis State College, Memphis, Tennessee

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T. H. Napier, Dean, Alabama College, Montevallo, Alabama

D. M. Nelson, President, Mississippi College, Clinton, Mississippi

Erland Nelson, Director of Personnel and Professor of Education, Newberry College, Newberry, South Carolina

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Thomas McN. Simpson, Jr., Dean, Randolph-Macon College, Ashland, Virginia

Andrew C. Smith, S.J., Dean, Spring Hill College, Spring Hill, Alabama

Fred C. Smith, Dean of the Graduate School, University of Tennessee, Knoxville, Tennessee

Miss Mary Phlegar Smith, Dean, Hollins College, Hollins College, Virginia,

Maxwell A. Smith, Dean, University of Chattanooga, Chattanooga, Tennessee

W. H. Smith, Registrar and Dean, Copiah-Lincoln Junior College, Wesson, Mississippi

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Cecil Taylor, Professor of French, Louisiana State University, University, Louisiana

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Marten ten Hoor, Dean, Tulane University, New Orleans, Louisiana

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Ben W. Wiseman, Principal, Highland Park High School, Dallas, Texas

Ben D. Wood, Chairman, Joint Advisory Committee on Aviation Education, 500 West 116th Street, New York City

P. H. Yancey, S.J., Professor of Biology, Spring Hill College, Spring Hill, Alabama

J. B. Young, President, Jones County Junior College, Ellisville, Mississippi

C. F. Zeek, Professor of Romance Languages, Vanderbilt University, Nashville, Tennessee

XI. REPORT OF THE RESOLUTIONS COMMITTEE ADOPTED BY THE 1942 WORK CONFERENCE ON HIGHER EDUCATION

The Second Work Conference of the Southern Association of Colleges and Secondary Schools has been successfully carried on under the auspices of the Commission on Institutions of Higher Education and the Commission on Curricular Problems and Research; and since the Executive Council of the former and the Executive Committee of the latter, together with the Joint Committee on Work Conferences, have rendered such effective service; and because of the fine coöperation with the Conference by the University of the South, including officials, faculty members, and the citizens of the community,

Therefore, Be It Resolved:

1. That the members of this Conference, moved by a deep sense of gratitude, desire first of all to express their genuine appreciation to the Vice-Chancellor of the University of the South for the privilege he has given us to meet again in this beautiful and ideal place. The very locale of the Conference is an inspiration and our physical surroundings are an added incentive to high endeavor. Too much praise cannot be given to the University and its officers for the perfection of their arrangements, even in the smallest details, for our comfort and well-being. The expectations of this, growing out of our delightful experience of last summer, have been more than met in 1942.

   To Vice-Chancellor Guerry and his gracious wife, we express our appreciation for their charming hospitality and for their many courtesies.

2. That we express our deep sense of gratitude to the General Education Board for making this Conference possible and for the fine spirit of coöperation the Board has manifested in our effort to make the adjustments imposed by a state of war. We want to reaffirm our confidence in the belief that the Conference will result in lasting benefits to education in the whole South and the hope that other conferences may be held in order to evaluate what has been done and to direct future studies of education in the Southern states.

3. That we acknowledge our indebtedness to Dr. K. J. Hoke of the College of William and Mary and to the other members of the Work Conferences Committee of the Commission for the work they have done in planning the organization for carrying out so successfully the program of this second Work Conference.

4. That we express our thanks to Dr. O. C. Carmichael, Chancellor of Vanderbilt University, and to the Executive Committee of the Joint Committee for the efficient plans they made for the Conference and the splendid manner in which Chancellor Carmichael has directed the work of this Conference.

5. That we acknowledge with thanks the services of Dr. Roscoe E. Parker of the University of Tennessee as Executive Secretary since the Conference of 1941, especially for the effective manner in which he has carried on the work in this Conference. We are indebted also to the University of Tennessee for its fine coöperation in making Dr. Parker's services available to us.

6. That we express our thanks to the officials of the Sewanee Military Academy for the use of their facilities during our meeting. We wish especially to thank Mr. Harris C. Moore, Assistant Business Manager of the University of the South, for his thoughtful and efficient services.

7. That we are deeply grateful for the services of the Steering Committee and for its work in summarizing our day's deliberation, and we express our appreciation to the Association's consultants for their time and patience in guiding the various groups, and to our visiting consultants, Dr. Russell M. Cooper, Dr. Ralph W. Ogan, Dr. Guy E. Snavely, and Dr. Ben D. Wood.

8. That the Conference expresses its appreciation to the faculty and officials of the University of the South for their many kindnesses in looking after our comfort, in entertaining members of the Conference and their families, and for their participation in the work of the various groups.

9. That the Conference express its thanks and appreciation to the assistants of the general staff, Mr. I. A. Timmreck, Miss Mary Hammond McGee, Mr. Don Palmer, Miss Velma Underwood, and Miss Julia Vincent Brown for their faithful and untiring services which have so greatly facilitated the work of the Conference.

10. That copies of these resolutions be furnished the officers of the three commissions of the Southern Association, that a copy be filed with the Secretary of the Southern Association, that copies be furnished all those whose names are included in these resolutions.

Respectfully submitted,

Theodore H. Jack, *Chairman*,
T. H. Napier
Thomas D. Clark

Adopted June 27, 1942

XII. A SUGGESTED PROGRAM OF ACTION

(The following program of action was proposed by Messrs. Ed McCuistion and J. E. Greene, Consultants, Educational Relations Branch, Consumers Division, O. P. A., and approved by the Conference.)

In view of the stated purpose of the Educational Relations Branch of the Division of Consumer Education of the O. P. A. to work entirely through *existing educational channels*, such as the public schools, colleges, universities, state teachers' associations, state departments of education, regional associations, the National Education Association, the United States Office of Education, and other related educational agencies; therefore,

Be It Resolved:

I. That we urge each higher institution in the Southern Association to establish a War Relations Committee wherever feasible and possible;

II. That we urge each higher institution to establish consumer centers and other types of "action programs" related to consumer problems found to exist in the areas served by the institution and to hold or encourage institutes or other work forums to help students and citizens understand the meaning and effect of our total war effort;

III. That we urge all institutions to provide regular credit courses in consumer education and to establish special short seminar study groups designed to meet the needs of consumers in the areas served by the institutions;

IV. That wherever possible and feasible future educational work conferences, whether local, state, or regional, give special consideration to our total war program and its effect upon civilian morale, giving emphasis to consumer problems involved in the rationing of scarce goods and services, price schedules, and standards of quality.

XIII. PROBLEMS PROPOSED FOR FURTHER STUDY

Broadening the undergraduate major for teachers
College housing and food
College social-recreational programs
Coöperation between undergraduate and graduate schools
Coöperative pre-college testing and guidance
Coördination of high school and college curricula
Extracurricular activities
Health programs in college
Liberal arts education as a foundation for professional education

Moral and spiritual guidance in college
Placement and follow-up services
Preparation for post-war problems
Relationships between administration and faculty
Selection of prospective teachers
Self-help programs
Self-surveys by college faculties
The use of college facilities in the war
War service guidance

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